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ABSTRACT

This project analyzed results of 16 focus group interviews with 144 special and regular education teachers concerning inclusive education of students with disabilities, including their concerns, obstacles they had encountered, effective strategies, inservice training they found helpful, suggestions for addressing inclusion in teacher preparation programs, and recommendations for inclusion implementors and policymakers. Teachers from four states (Kentucky, Tennessee, Virginia, and West Virginia) participated in the focus groups and also provided a collection of more than 100 instructional strategies. Obstacles encountered by these experienced teachers included negative attitudes toward inclusion from administrators, teachers, and parents; lack of resources; organizational barriers; and difficulties in modifying curriculum and instruction to serve regular and special education students in the same classroom. Eleven recommendations were formulated, such as: "train, train, train" and "provide teachers with adequate time to plan collaboratively." Many teachers felt that techniques that work best for students with disabilities usually work very well for all students. Such techniques include teaching learning strategies, focusing on individuals rather than groups of students, and measuring success by individual student progress. The report provides a description of the study's methodology, the results, conclusions, and recommendations. Extensive appendices include the interview protocol and the instructional strategies suggested by teachers from each of the four states. (DB)

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Teacher Perceptions of and Strategies for Inclusion: A Regional Summary of Focus Group Interview Findings

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March 1996

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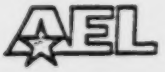

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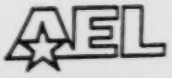

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Inclusion was the topic as well as the process necessary to the success of this series of 16 focus group interviews conducted throughout AEL's Region (Kentucky, Tennessee, Virginia, and West Virginia). Through the cooperation of many, more than 230 regular education and special education teachers were nominated to participate in two- to three-hour interviews on their concerns about and effective strategies for including special needs students in regular classes. While many Department and association staff members and others assisted in the search for regular and special educators with one or more years of experience with inclusion, the following representatives were most helpful:

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The 144 teachers who participated in the 16 interviews willingly left classrooms, candidly responded to questions, and described in detail inclusion strategies they have found most effective. Many provided additional information following their interviews. It was clear to interviewers that their sacrifices to volunteer their time and thoughts were made to improve services for students and educators everywhere. A list of these important contributors follows.

Greg Leopold of AEL's Planning, Research, and Evaluation staff assisted from the project's inception—developing and revising the interview protocol, conducting and facilitating focus group interviews, analyzing and reporting data for the Kentucky interviews, and assisting the development of the other state reports and the regional summary. Greg's experience and expertise ensured a high level of professionalism throughout the interviews and a high quality in the resulting products. Gordon Trump of Chesterfield County (VA) Schools, a consultant to AEL, analyzed numerous hours of audiotaped interviews and field notes to summarize findings from three states (Tennessee, Virginia, and West Virginia), develop reports on each, and further analyze findings to prepare the regional summary of teacher concerns about and effective strategies for inclusion. The reports reflect his extensive background in qualitative research and his interest in inclusion.

Without the contributions of all of these educators, no interviews could have been conducted nor findings reported. Their support for the project extended to responding to AEL's request for evaluation of the study's process and products, an appreciated contribution.

Analyses of the study results are described in five publications: one summary of interview findings from each of the four states—*Concerns About and Effective Strategies for Inclusion: Focus Group Interview Findings from Kentucky (or Tennessee, Virginia, or West Virginia) Teachers*—and *A Regional Summary of Focus Group Interview Findings*, which summarizes concerns and strategies across the states and contains an appendix with the more than 170 strategy descriptions contributed by interviewees. **Ordering information for the reports is available from the Distribution Center, AEL, P.O. Box 1348, Charleston, WV, 25325; by phone 800/624-9120, (304/347-0400); or on the Internet at http://www.ael.org.**

AEL staff were instrumental in handling advance and followup correspondence with nominators and teacher participants; preparing materials for the interviews; editing and entering strategies contributed by teachers; developing the introduction and bibliography; editing and revising; typesetting; and disseminating the final documents. The authors wish to thank the following AEL staff who contributed:

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EXECUTIVE SUMMARY

Students with disabilities are new participants in many regular education classrooms. With them come the questions and concerns of regular education teachers who may have limited knowledge about disabilities and about instructional methods most appropriate for integrating students formerly served in special education classes. As the educators in AEL's region—Kentucky, Tennessee, Virginia, and West Virginia—address the transition of special education students into regular education classes and schools, they seek answers to their questions and solutions for problems that arise. AEL sought to assist by investigating teacher questions and concerns about and effective strategies for including special education students in regular education settings. Focus group interviews were selected as the method most appropriate for identifying teacher perceptions and for eliciting effective strategies.

Special education personnel in state departments of education, teacher association representatives, district special education directors and others, identified 230 special and regular education teachers who had experience with inclusion. AEL invited these teachers to participate in two-to-three hour focus group interviews held in their states to discuss questions and concerns about inclusion and to share strategies they had found effective in integrating students with special needs into the regular classroom. During April-May 1995, a total of 144 teachers participated in 16 focus group interviews that investigated their concerns, obstacles they had encountered, effective strategies for including special education students, inservice training they found most helpful, suggestions for addressing inclusion in teacher preparation programs, and recommendations for future inclusion implementors and policymakers. Participants were also asked to bring descriptions of strategies they had found effective in assisting special education students in the regular classroom for discussion at the conclusion of their focus group interviews.

Teacher Perceptions of and Strategies for Inclusion: A Regional Summary of Focus Group Interview Findings **presents the results of a cross-state analysis of the study's data and provides a collection of more than 100 instructional strategies shared by focus group participants.** Conclusions drawn from more than 40 hours of group discussion acknowledge concerns about increasing demand for special education services, scope and sequence of implementation, training, and the appropriate use of teachers and support staff. Obstacles encountered by these experienced teachers included negative attitudes toward inclusion from administrators, teachers, and parents; lack of resources for appropriate staffing and training; organizational barriers relating to teacher planning time and scheduling of students; and difficulties in modifying curriculum and instruction to serve regular education and special education students in the same classroom.

Eleven recommendations for future implementors of inclusion are described including:

- **Demonstrate commitment for the inclusion model at the highest levels of the school district.**
- **Develop a comprehensive implementation plan prior to beginning programs.**
- **Train, train, train.**
- **Provide teachers with adequate time to plan collaboratively.**
- **Provide for a continuum of services from self-contained to fully inclusive instructional settings.**

Teacher Perceptions of and Strategies for Inclusion: A Regional Summary of Focus Group Interview Findings also includes a Regional collection of contributed strategies that these experienced teachers chose to share with readers. While most focus on modifications to curriculum and instruction, the strategies vary from ideas for spreading scarce special educator assistance hours across many students to plans for organizing entire inclusion programs. **As focus group interview participants frequently stated, the techniques that work best for students with disabilities usually work very well for all students. Frequently mentioned solutions address teaching learning strategies, focusing on individuals rather than groups of students, and measuring successes by individual student progress rather than comparisons to class means. Critical characteristics for teachers included the ability and willingness to collaborate for the benefit of all students in the class.**

Analyses of study results for individual states are reported in four publications--*Concerns About and Effective Strategies for Inclusion: Focus Group Interview Findings from Kentucky (or Tennessee, Virginia, or West Virginia) Teachers.* Ordering information for the reports is available from the Distribution Center, AEL, P.O. Box 1348, Charleston, WV 25325; phone 800/624-9120; or by e-mail at berryc@ael.org.

INTRODUCTION

Since the passage of federal legislation (the Rehabilitation Act of 1973; the Education of All Handicapped Children Act, Public Law 94-142 in 1975; and the Individuals with Disabilities Education Act [IDEA] in 1990), both special educators and regular educators have carefully examined the relationships between their programs and services to children. During this period, the emphasis in practice has shifted from mainstreaming—the selective placement of special education students in one or more "regular" education classes based upon the student's ability to "keep up" with the class—to inclusion, the commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend. In effect, inclusion involves bringing special education services to the child (as opposed to using pull-out programs) and requiring only that the child *benefit* from a regular education placement rather than "keep up" with the class (Rogers, 1993). Throughout the years since the passage of IDEA, the interpretation of "least restrictive environment" has evolved in response to parent and child advocate pressures, increased research, and creation of technologies and methods for adaptive learning.

Several states, including all those in AEL's Region, have responded to federal mandates by creating policies, regulations, or recommendations to advocate for inclusion or a progression toward inclusion for the education of children with disabilities. As these regulations are implemented at the local level, some regular education teachers have experienced appropriate professional development, special educator or aide assistance in the classroom, caps on the size of classes enrolling special education students, and involvement in development of student Individualized Education Plans (IEPs) and/or placement conferences conducted for their special education students.

But reform accompanied by support has not been the rule in all districts or schools. Many teachers have reported the absence of all of these supports and have described "horror" stories of inappropriate placements and classroom disruptions after the introduction of special education students. While special educators also need assistance in developing collaborative working arrangements with others, regular or general educators (as they are sometimes referred to in the literature), often have no or little training in special education and need information on effective strategies for students with disabilities.

Purpose and Objectives

AEL's Classroom Instruction program has worked with and for teachers since 1985 to involve them in research and development efforts that build on current research and the wisdom of practice in "hot" topic areas. Inclusion has been such a "hot" topic since enactment of the

initial federal legislation designed to provide a free and appropriate education for all children with disabilities (the Education for All Handicapped Children Act [P.L. 94-142, 1975]) was challenged in the courts, sustained, and reinforced through more recent legislation: IDEA, 1990; and the Americans with Disabilities Act 1990.

The broad interpretation of IDEA's "least restrictive environment" has permitted children with disabilities, previously secluded into separate education programs staffed by specialists, to impact the mainstream educational program and the everyday lives of Americans (e.g., handicapped access to buildings and transportation, signing of speeches and performances, instructional modifications for individual students, and peer tutoring). Moving students with disabilities into regular classes as the first placement (with pull-out programs and additional assistance within the classroom provided "as needed") has changed teaching and learning for these students, their teachers, and their classmates.

This study sought to identify the problems, concerns, and the effective strategies associated with inclusion that have been discovered by some regular and special educators experienced with inclusion in each state of AEL's Region (Kentucky, Tennessee, Virginia, and West Virginia). Since the study was a qualitative examination of teacher perceptions, focus group interviews were selected as an appropriate methodology.

Objectives for the study were as follows:

- Provide focus group interview opportunities for special and regular educators experienced with inclusion to express concerns about associated classroom problems and to share descriptions of strategies they have found effective.

- Increase teacher awareness of strategies effective for assisting special education students in regular (general) education classes.

- Develop state summaries and a regional summary of identified obstacles and strategies useful in helping special needs students in regular classes.

Teacher Perceptions of and Strategies for Inclusion: A Regional Summary of Focus Group Interview Findings reports the study procedures, results, conclusions, and recommendations developed from analysis of data gathered in 16 focus group interviews conducted with 144 special and regular educators. For teachers and educators assisting teachers, this resource provides an orientation to the concerns of teachers who are experienced with inclusion as well as more than 100 strategies found to be effective with special education students in regular education classrooms (see Appendices B-E). These strategies and those discussed in the Results section were contributed by focus group participants for the benefit of teachers and administrators at every school level. Finally, Conclusions and Recommendations included can help educators working with families and communities to implement inclusion as a systemic and

beneficial process for all. State-specific summary reports of findings for the focus group interviews held in Kentucky, Tennessee, Virginia, and West Virginia are available from AEL, along with additional resources on inclusion. Contact the School Services Center, AEL, P.O. Box 1348, Charleston, WV 25325; 800/624-9120; or http://www.ael.org for ordering information.

Study Procedures

AEL's Classroom Instruction program director, Jane Hange, contacted traditional AEL partners who had a state perspective on the issue, described the project, and requested cooperation in identifying teachers most experienced with inclusion who could discuss their concerns, questions, and effective classroom strategies.

Nominators included special education directors and staff of state departments of education (Kentucky, Tennessee, and West Virginia), teacher association staff informed about inclusion in their states, the assistant director of the Kentucky Systems Change Project (facilitation project for statewide inclusion), and district special education directors (West Virginia only). Additionally, in Virginia, the Virginia Education Association, through local affiliate presidents and UniServ directors, shared the interview announcement with regular and special educators, who self-nominated. More than 230 educators were nominated for participation and received an invitation from AEL to a two- to three-hour focus group interview in one of two locations in their state (both Kentucky interviews were held in Lexington). Sixteen sessions, including a field test of the interview questions, were held with 144 participants as follows:

Location	Date	Sessions	Participants
Charleston, WV	4/5	Field Test	6
Charleston, WV	4/12	a.m. & p.m.	18
Fredericksburg, VA	4/25	a.m. & p.m.	12
Blacksburg, VA	4/26	a.m. & p.m.	15
Morgantown, WV	4/28	a.m. & p.m.	23
Lexington, KY	5/1 & 5/2	a.m. (both days)	17
Jackson, TN	5/3	a.m. & p.m.	18
Nashville, TN	5/4	a.m. & p.m.	22
Knoxville, TN	5/5	a.m.	13
8 sites	10 days	16 sessions	144 participants

The interview protocol was modified slightly after the field test to clarify and reorder selected questions. No changes to procedures were required. Field test data were incorporated into the analysis and reporting of West Virginia and Regional findings. Each tape-recorded focus group interview involved discussion of 11 questions (see Inclusion Focus Group Interview Protocol, Appendix A) and required approximately three hours. Greg Leopold, R&E specialists in AEL's Planning, Research, and Evaluation unit, and Jane Hange, Classroom Instruction Program director, alternated in conducting the interview and recording field notes. Both assisted with group facilitation. Round-trip mileage and a light lunch were provided to participants. Teachers were invited to bring written descriptions of strategies they found effective in assisting special education students in the regular classroom. These strategies were discussed at the conclusion of the interview, and all participants were mailed a compilation of those shared during their session. Each participant, as well as those who nominated potential participants, will receive a copy of their state report and the Regional summary of findings.

Analysis and reporting was completed by Greg Leopold (Kentucky report) and Gordon Trump, an experienced focus group leader and reporter, who used the field notes of Leopold and Hange and the audiotapes of all sessions to complete the Tennessee, Virginia, and West Virginia reports. Using this data and the Kentucky report and field notes, Trump completed the Regional report. All reports completed AEL's Quality Assurance Process with revisions incorporated from external reviewers, AEL editors, and the Office of Educational Research and Improvement of the U.S. Department of Education.

AEL is evaluating the process and products of the focus group interviews through a survey that accompanies reports mailed to participants. **Other readers are asked to complete the enclosed product evaluation form and to return it to AEL.** Responses received through both processes will be used to guide dissemination of the reports as well as decisions about future research and development projects and products.

Participants

Both special and regular education perspectives were represented in each focus group. However, special educators outnumbered regular educators in each group. The request for the nomination of those teachers experienced with inclusion may have predisposed nominators to name special educators although the nomination of both regular and special educators was specifically requested. Experience with inclusion ranged from one to more than 15 years as some participants reported they had worked in coteaching and mainstreaming settings before the recent emphasis on serving special education students in regular classes.

Analysis of field notes and taped interviews revealed few differences between special and regular educator perspectives. Initially, a few regular educators expressed their views cautiously

stating that they lacked special education background. However, the emphasis of the questions on classroom experience and the flow of conversation in the focus group setting quickly drew in these individuals. Both special educators and regular educators reported that their perspectives were becoming more similar as they shared planning and teaching. Special educators described learning to more effectively teach small and large groups while regular educators reported that they began to note individual differences between students (for both children with disabilities and their nondisabled peers) in learning styles. Both groups of teachers reported acquiring a wider repertoire of teaching strategies and instructional modifications through their collaboration or coteaching experience in inclusion.

Study Questions

Focus group participants were asked to respond to 11 questions related to the implementation of the inclusion approach to providing special education services to children with disabilities. Teachers were asked to identify what they perceived as obstacles to implementing inclusion, their concerns related to the continuation of inclusion, supports they believed were essential for successful inclusion, effective instructional strategies for an inclusive environment, and the effects of including special education students on the class climate. Finally, group members were asked to relate successful and unsuccessful experiences with inclusion and to provide recommendations for preservice and inservice training to prepare teachers to work successfully in an inclusive classroom.

RESULTS

The following narrative has been developed from the aggregated comments of focus group participants across the 16 group interviews. Quotations cannot be attributed to any particular individual or location, nor can it be assumed that every participant was in agreement with all opinions presented in this report. Furthermore, the nature of the comments made by teachers made it extremely difficult to determine with any certainty which factors are "obstacles" and which are "concerns" about inclusion. In some cases, factors identified as "obstacles" by teachers in one focus group were presented as "concerns" by participants in another group.

Concerns About Inclusion

In addition to the major obstacles to the implementation of inclusion, focus group members identified several factors that continue to be problematic and may have long-term negative effects on the success of inclusion in the schools. Teacher concerns included the following:

- lack of a continuum of special education services,
- poor transition of services between grade levels,
- inappropriate use of classroom aides,
- infrequent communications with parents,
- potential for special education students to become overly dependent on teachers and peers,
- discrepancy between the academic and social development of students with disabilities and nondisabled students as they progress through the grade levels,
- "labeling" of special education students,
- perceived lack of teacher credibility,
- changing roles of special educators,
- "gray area students"—the increasing number of less academically talented students who do not qualify for special education,
- difficulty in meeting student needs and IEP requirements,
- increasing need for special services and increasing teacher workload,
- lack of support staff, and
- problems associated with students with behavior disorders.

Lack of a continuum of services. One teacher related that in her district only self-contained or inclusion classes were offered. There is a need, she explained, for a "bridging tool" to serve students who do not fit into either of these categories. Another teacher also stressed the need for a variety of service approaches, and added "Ninety-five percent of the students are best served by inclusion, but not all. My district is having trouble including emotionally disturbed students."

The transition of services between grade levels. Group members were concerned with the sequence in which inclusion is introduced in a school district. Teachers were concerned that special education students who experience success in an included classroom will be greatly disappointed and disillusioned when they move to the higher grade levels where inclusion is not available. They recommended including students with disabilities in the early grades and expanding the practice to higher grades as the students progress through the system. One teacher expressed concern that elementary students who had participated in an inclusion setting would experience difficulty when they transitioned to a middle school where inclusion was not available. Likewise, another teacher commented that initiating inclusion at the secondary level while not having it at the elementary level was counterproductive.

The appropriate use of classroom aides. One focus group member was especially concerned with the inappropriate use of instructional aides in the classroom. The teacher reported that aides were assigned duties that did not involve actually working with students. Another participant was concerned that aides lacked the training necessary to assume instructional responsibilities for students.

Teachers discussed the potential for some students to become too dependent on a particular aide. Just as students become dependent on teachers, students who work with the same aides daily may come to rely on that person and may not interact sufficiently with other adults to become independent. It is important that a student doesn't become so attached to one aide that there is no one to take over if the aide is absent. Similarly, it is important that an aide maintain a professional perspective toward the student. Participants described situations in which students were able to manipulate their aides into giving permission for activities or privileges that would be refused by the teacher.

A reported related issue is an aide focusing too much attention on one child. One teacher commented, "If someone is in need, I'd like to have an aide help him or her. I don't like the aide hovering over one child. I don't think it's good for the child." Much of the concern about classroom aides would be alleviated through training, according to a group member.

Teachers agreed that classroom aides need role-specific training. In some schools, major problems arise when an aide assumes primary responsibility for instruction in place of the special education teacher. This is more likely to occur when the number of teachers is inadequate. One regular education teacher complained of having aides in the classroom instead of a special education teacher.

There is, however, a need for more aides to join teachers in the classroom. One teacher, speaking of her students who had physical disabilities and severe behavior problems, said, "Teaching assistants have a real key role. They are really instrumental in carrying out the IEP."

Therefore, it follows that if there are not enough aides available or they are not functioning in a productive manner, inclusion is not helping students. A teacher reported, "I hear from regular teachers that these kids are getting put in their classrooms and they just sit. They feel a lot of the students are not getting the support they need or the support they got in the self-contained classroom."

Communicating with parents. Group members were concerned about communicating with parents. Teachers, unaccustomed to dealing with parents of students with disabilities, often lack confidence in discussing a child's disability.

A sensitive issue with some teachers is confusion about legal requirements related to the confidentiality of student information. Some teachers believe that information on special needs students must be kept confidential from anyone except special educators and certain administrators. One teacher commented, "It's difficult to bring parents of regular education students in since you can't discuss specific confidential information (concerning special education students)."

Student dependency. Student dependency was another concern related to special education students. Teachers explained how students with disabilities may tend to become dependent on their special education teacher or aide in the lower grades. This emotional attachment makes it difficult for students when they must begin to function independently in the upper grades. Such dependency can also develop as special needs students learn to rely on classmates for assistance. When this occurs, the student's expectations are raised and, when the supports are removed, the student is set up for failure. One teacher commented on this situation, "It's more of a problem as we include more different kinds of students. Kids who may have made it without support, now seem to need it."

Academic and social discrepancy. A major concern expressed by special educators was how to address the social and academic gap that develops between special education students and regular education students in the higher grade levels. The developmental and academic discrepancy between the groups of students appears slight at the kindergarten and lower elementary grade levels. Often, young students are unaware of the differences. As the students progress, however, the social and academic differences become more noticeable and are more difficult to accommodate in an inclusive setting.

Labeling. Teachers were also concerned that the attention given special education children in a regular education classroom will "label" the child, increasing the stigma that special education students may face.

However, one participant expressed concern at the potential loss of service for students due to the elimination of labels. The teacher commented, "In the primary program, fewer students are

referred because they are in a multiage group, so by the time they go to intermediate, there are no labels. So, I am worried if they will get the extra services once they leave the primary program."

Continuing need to establish credibility. Teachers spoke of the need to prove that inclusion is a workable and effective instructional approach. They described that establishing the value of inclusion was a slow process that involved educating teachers, administrators, and parents. One group participant related, "It took a year or more for me to smooth over the fears of the regular educator that these are not tri-horned children."

Special education teachers expressed concern about the perception that regular education teachers had of them as educators. Traditionally, special education teachers have been viewed as ancillary to the regular program. As they become more visible in the school, it is important that they are viewed by teachers of students without disabilities as equals in the classroom—not merely as support staff for the regular program. Special education teachers serving in several classrooms believed they were perceived as "teachers running ragged between classes." They found this image demoralizing and counterproductive.

Special education teachers stated that some regular education teachers believed that they were advocates for special needs children and not for other students. In response, a special education teacher commented, "There are not two separate worlds. Certain things have to be done to make an equal playing field [for all students]. When regular education students ask for help, I find time to help them."

Changing role of special educators. Special educators expressed concern at what they perceive as the change in their role from instructor to consultant. As they view it, the additional responsibilities related to assessment, evaluation, and consulting with teachers are shifting their primary focus away from students. Although they recognize that many regular education teachers are not knowledgeable about IEPs or how to modify instruction for students with disabilities, they are worried about the time that consulting with regular educators takes away from their contact with students.

"Gray area students." As special educators participate in regular education classrooms, they become increasingly aware of and concerned about "gray area students" who may not receive the help they need. "Gray area students" are those in need of academic assistance who have not been referred—or may not have qualified—for special education services. A group member commented, "I see lots of nonidentified students who need assistance. They have problems which require more individualized attention than what regular education teachers can provide with 25 students." Many participants stated that ideally, in an inclusive setting, special education teachers would be available to assist any student in the class who needs help.

Practically speaking, however, the demands on the special education teacher may be too great to provide assistance to every student who needs it.

Difficulty in meeting student needs and IEP requirements. Regular education teachers may feel unsure of their abilities when confronted with integrating students with a variety of disabilities into their classrooms. One teacher stated, "There are extreme levels among students. My concern is how to meet everyone's needs. My whole class helps in the inclusion program, but I'm not giving what I think I should be giving." Both regular education and special education teachers shared this problem. One teacher admitted wondering, "I wasn't trained for this. Am I capable?" This concern was reflected in the widely expressed recommendation to require inservice for teachers who are planning on implementing inclusion.

In schools where special needs students are scheduled in several different classes, participants reported that it is sometimes difficult to carry out the IEP. If a special education teacher is working with several students, providing services for the *time* prescribed in the IEP objectives may not be possible.

Increasing need for special services and increasing teacher workloads. Related to the lack of a sufficient number of special education teachers is the increasing workload these teachers must face. The numbers of students with whom special education teachers need to work was described as a major concern. Special education teachers were "spread too thin." One special educator noted, "We cannot effectively collaborate with more than three to four regular teachers." Another teacher stated, "With the number of students that I'm assigned to and trying to get to each one, I'm left with 15 or 16 kids at all these diverse levels. It really stresses me because I don't feel like I can get to all my kids like I need to."

Many special and regular education teachers felt overburdened with paperwork and instructional responsibilities prior to inclusion. The problem, participants reported, is magnified when working in an inclusive class setting. Students are spread over several classes. It is possible that the special education teacher must modify curriculum, instruction, and assessment for many students in cooperation with several teachers.

The need to identify disparate student needs and to develop a variety of instructional modifications often results in frustration and may lead to professional burnout. This situation is also problematic for regular education teachers who do not feel adequately prepared for instructing students with disabilities or who are not wholly committed to the inclusion concept.

Teachers told of how growing numbers of referrals for special education services have resulted in pressure *not* to identify students. Providing special education services is costly, and some teachers have been encouraged by administrators to keep the numbers down. The problem has been aggravated by the number of special education students who move into the district.

One teacher commented on the number of parents moving to an area because of the district's inclusion policy. She stated, "The price of leadership is more students to serve."

Support staff. Although not a major issue with participants, support staff with specialized knowledge, they stated, would ease the way for inclusion. For example, one teacher mentioned that while computers and other technology were available for students with disabilities, human resources were not. The teacher said, "We don't just need to buy the software and the hardware, but to have the people who can implement it."

Students with behavior disorders. Including children with behavioral disorders (BD) into regular classrooms poses serious problems according to both special and regular education teachers. Students with behavior disorders tend to display socially unacceptable behaviors—sometimes aggression—which concern teachers, students and parents. One teacher stated, "I believe there are some students who shouldn't be included. We are shutting down some facilities that I believe are needed for some things. " Another teacher declared, "(Inclusion of) BD kids, if not addressed, will be the downfall of inclusion."

Obstacles to Implementing Inclusion

The obstacles or barriers identified by focus group members are presented in the following categories:

- attitudes toward inclusion,
- resources, and
- organizational management and instruction.

Attitudes towards inclusion. Resistance to inclusion on the part of teachers, administrators, parents, and students may be a formidable obstacle against implementing inclusion in a school.

From the comments of the focus group participants, it can be inferred that negative perceptions of inclusion are the most significant obstacles to its successful implementation. Focus group participants described the resistance they faced on the part of their principals, regular education teachers, and even special education teachers to serving special education students in a regular classroom setting.

Lack of administrative support—Several teachers identified a lack of principal support as an obstacle to implementing the inclusion model. When the decision to implement inclusion originates from outside the school (e.g., central office), the principal may not be fully supportive. One group member related, "We get a great deal of lip service, but when it comes down to it, [the

question is] will you support me?" When the principal fails to support inclusion, basic organizational processes such as scheduling and providing material resources become very difficult.

At least two teachers reflected that building administrators in their schools, while not actively opposing inclusion, considered the practice a low priority. Their attitudes were evident through benign neglect. In one instance, for example, the special education teacher was separated from the rest of the school by being assigned to a classroom in a remote location in the building. The teacher got the message, "If I'm put over there, I won't be noticed." At another school, the principal refused to place special education students in regular classes until all regular education students were scheduled. This approach sent a clear message to teachers that there was a lack of support for inclusion, and made it difficult to schedule students with disabilities with appropriate adult assistance.

The attitude that inclusion is of secondary importance to the school program is not unique to principals. In one situation, the director of a special education program pulled the teacher's assistant from the room each day to work one-on-one with a student to fulfill a parent request. This action was interpreted as demonstrating a lack of commitment to inclusion on the part of the administrator.

Ironically, administrators can be overly supportive of inclusion to the extent of dismissing more moderate approaches. For example, according to one teacher, "the administration believes inclusion can work for every child, but there are some students who are not suited to it." This all-or-nothing approach forces even severely disabled children into a regular classroom, resulting in increased resistance of teachers and parents to the inclusion model.

Teacher resistance—Teacher resistance appeared to be the most formidable barrier to successful inclusion, in the experience of the focus group participants. Both regular and special education teachers were described as opposing inclusion of special education students in regular education classrooms. Resistance to the practice ranged from the special education teacher being ignored by the regular educator to the regular educator simply refusing to participate in inclusion activities. In one building, a focus group participant related that several regular education teachers "revolted" after six weeks, complaining that inclusion had been "crammed down their throats." The result was the termination of inclusion until a modified approach could be developed.

Teachers explained several possible reasons for their colleagues' resistance to the inclusion approach. Among the reasons were a fear of change, ownership issues, role conflicts and contrasting paradigms.

Fear of change—Focus group participants identified a "fear of change" as a primary obstacle to the implementation of inclusion in schools. Participants related how teachers often resist changes that they find threatening to their personal or professional security. Teachers, especially those with several years of experience, are particularly prone to feel threatened by the changes required by inclusion.

Ownership issues—Teachers tend to identify strongly with their classrooms and students. They view the students they teach as "my students" and the classroom they teach in as "my classroom." Teachers feel threatened and insecure at the prospect of sharing their rooms and students with another teacher. In an inclusion classroom teachers are expected to divide classroom responsibilities equitably— to develop a partnership as co-teachers. This is not necessarily the case in all inclusive classrooms, but is true of co-teaching. This expectation is often threatening to the security and self-esteem of teachers accustomed to being the sole teacher in a classroom. The situation can be magnified when regular education teachers do not feel qualified to make the instructional modifications necessary to serve the individual needs of special education students. Similarly, special educators, feeling protective of their students, may tend to focus their efforts on students with disabilities. Under these circumstances the flow of information between teachers concerning students and instruction is likely to be minimal. One group member proposed a simple yet significant means of reducing the territory problem: that the teachers agree to have both their names placed above the classroom door prior to the opening of school to communicate their equal status to students and parents.

Role conflict—A factor closely related to the fear of change is the issue of assuming new roles in a collaborative environment. Often regular education teachers tend to view the special educator as a subordinate whose primary role is to function as an assistant working with special education students. If teachers of students with disabilities are inexperienced or uncertain of their status, they may voluntarily assume the role of instructional aide and focus their efforts on the special education students in the class. For example, in one school, the regular education teacher refused to participate in planning instruction for students with disabilities, effectively placing the collaborating teacher in the position of an assistant working with the special education students.

One special educator noted that not all special education teachers come into the classroom unaware of this perception. He said, "There are some who come in and say 'I will not' do any activities that resemble something an aide would do." In some schools, the special educator in effect withdraws from the class and allows instruction to be conducted by a paraprofessional aide with the teacher acting as a consultant. A focus group member wisely suggested that, "just as we place our kids, we have to place our teachers carefully."

Contrasting paradigms—Tension between regular education and special education teachers can result when teaching philosophies and instructional styles differ. Although focus group members did not agree about the value of having similar teaching styles in the classroom, this

potential barrier to inclusion was acknowledged by everyone. The situation occurs when teachers who are expected to work together have different experience and different expertise. For example, regular education teachers are generally comfortable in large group instructional environments instructing somewhat homogeneous groups of students. Special educators, on the other hand, generally work in a small group setting or one-on-one with students of a variety of ability levels. Thus, when teachers are forced to change their approach, or to participate as a partner in a setting in which they are not comfortable, they tend to resist.

Participants noted that many regular education teachers were apprehensive about their preparation for working with special education students. Special education "terminology," understanding the specific needs of special education students, and the fear of potential behavior problems were all expressed by participants as causes of resistance on the part of regular education teachers. One special educator related the difficulty of "getting regular education teachers to understand the different outcomes or expectations for special needs children." She also noted that sometimes regular educators "don't feel adequate, or [believe] that they are not doing their job." Another participant added, "teachers in my school are afraid they are going to get these children without the support that is needed."

When tension between teachers exists, the regular education students may tend to view the students with disabilities as "different" and separate. One teacher commented, "If I don't feel welcome, my special needs student probably doesn't." In response, one person advised, "you need to put aside what you feel" for it to be successful.

In the experience of focus group members, the lack of teacher cooperation in an inclusive classroom is often made worse by the failure to share information. This is particularly true when special educators are concerned about the legality of sharing confidential information about special education students. Regular education teachers feel at a disadvantage and become resentful at the unwillingness of their co-teachers to provide information about students they are expected to serve.

Recognizing that all teachers may not be able to work together, teachers commented, "You work well with some people and you don't work well with others. And when your child is in a classroom where you don't work well together, there is no way you can collaborate." "You need to keep your collaboration kids in with teachers who will support them." "If you want to include your kids and integrate your kids, you have to include yourself and integrate yourself. Sometimes special education teachers go off by themselves, but you have to get on those committees and do things that other teachers do."

Several teachers noted that inclusion was much more successful if teachers were able to choose with whom they would collaborate. "It helps that you share the same philosophy." Another teacher shared her approach saying, "I keep the five teachers I work with in a perpetual state of owing me a favor."

Other participants suggested that positive modeling works with some reluctant teachers. One teacher stated, "Those teachers who aren't as open at first, see you work with someone and realize that you are another set of hands. They suddenly become much more open to it."

Some administrators and teachers appear to have implemented inclusion in name only. For example, while regular education teachers may accept special education students into their classes, they may refuse to accept responsibility for their instruction, placing the load solely on the special education teacher or classroom assistant. To remedy this situation, one group participant stated, "Commissioners and superintendents need to take a stance and decide this is what they're going to do." Another added, the "overall philosophy of the system must buy into it."

Lack of parental support—Negative parent attitudes are barriers to inclusion. Parents of both regular and special education students have opposed the practice. One focus group participant related how parents of gifted students opposed inclusion on the grounds that the slow pace and less rigorous standards for special education students would be detrimental to the education of their children. In one class, parents of gifted students complained to the extent that there were no students with disabilities included the following year.

Similarly, parents of regular education students fear that in an inclusive classroom the special education students will be the focus of attention, and that their children will be neglected. A teacher who served children with multiple disabilities offered that parents of nondisabled students were concerned that "this [special needs] student is going to demand a lot of attention," thus depriving their child of assistance he or she might need. To counter this concern, a teacher suggested trying to communicate to parents that "not only will this student not take away from your child, but your child will get more out of the experience."

Interestingly, participants in one focus group reported that most of the parental concern described was from the parents of special education children, not from parents of children without disabilities. These parents were used to having their children served in a self-contained setting. They lacked confidence that their children would be able to keep up with the academics of the regular program, and they feared losing the security of a special education program. Parents may fear the loss of a small-group environment in which their children are the focus of intense individualized instruction.

Teachers described situations where parents did not understand that one of the goals of inclusion is to develop independence and a sense of responsibility in the children. One teacher explained a situation where the students with disabilities were not completing homework so that they would be pulled into a self-contained classroom. The parents did not understand why they were not being reminded and monitored by the teachers. The teacher noted, "It is really hard to get some parents to get away from 'you're not taking care of my baby,' or 'you're not turning in his homework for him.' Students have to learn to be responsible."

Many teachers indicated that a lot of their time was spent convincing parents that inclusion could work. One teacher noted, "I think my special education parents were amazed at what their children were learning because they were being exposed to the regular education curriculum." Another teacher added, "You have to stick to it. I did a lot of putting out fires and a lot of mini-education. I assured parents that the student had an Individualized Education Plan (IEP) that we were working toward." Some teachers also advocated using an activity matrix to explain to parents particular skills that a special needs student should be acquiring during specific activities.

One teacher related that when parents questioned why the special education teacher was coming into the classroom, she explained, "We have a lot of diverse needs in the classroom and she [the special education teacher] was there to help me meet all those needs." She went on to note that "once they realized she was there to help, no one bucked the system. What parent doesn't want someone there to help any child?"

Student resistance—Student attitudes can also be obstacles to including special education students in regular classrooms. The potential exists for regular education students to be un-accepting of their special needs peers and for students with disabilities to fear losing the "safety net" of special education. However, in the experience of group participants, once the initial contact was made among students and the novelty wore off, the "problems seem[ed] to take care of themselves." In fact, according to one participant, regular education students may become overprotective of their special education classmates and not provide them with the freedom they need to function independently. Only one participant related that one of her students became tired of being responsible for helping a classmate with disabilities.

Resources. The lack of resources is a familiar issue in education. Teachers participating in the group sessions specifically identified the lack of funding and the lack of personnel as major obstacles to the successful implementation of inclusion in their schools.

Lack of funding—Funds are needed for training, personnel, and instructional materials. In fact, a participant stated that several of the major obstacles discussed could be removed or diminished by adequate funding. It was recognized by group members that although all programs need money, inclusion, with its high per-pupil cost, requires substantially greater funding than traditional special education approaches. According to one teacher, in the past special education facilities were built because it was less expensive to educate all students with disabilities in one place. Now, at a time when funds are being cut, school officials are attempting to implement a much more costly approach of inclusion in regular classrooms. Unfortunately, as one teacher explained, some administrators have "the impression that inclusion should save them money and it's hard to convince them otherwise."

Lack of personnel—Teachers would be more supportive of inclusion if adequate personnel were made available to assist students and teachers. According to focus group members, the shortage of special education teachers, teacher assistants, and substitutes is a serious obstacle to implementing inclusion. Although it is generally recognized that additional teachers are needed in all areas, an inclusion approach to special education may require more teachers than does the traditional self-contained or resource model.

As a rule, special education teachers are responsible for duties in addition to classroom instruction. For example, special educators are required to attend IEP meetings, assess students, and assist with curriculum revision while continuing to provide individualized instruction in several different classrooms. With the increasing number of students being identified as having special needs, and with these students distributed across several classes, it is difficult for special educators to adequately assist the regular education teacher and provide the attention needed to each special education student. The fragmentation of performance that results from multiple duties contributes to the negative feelings held by regular education teachers and special education teachers toward working in an inclusive setting.

Organizational management. Focus group participants identified two obstacles to inclusion related to the organizational management of schools. The first obstacle involved the scheduling of teachers, specifically the difficulty of scheduling opportunities to plan collaboratively. The second obstacle was that scheduling special education students into regular classes resulted in large class sizes and unfavorable ratios of special education students to students without disabilities.

Lack of collaborative planning time—The lack of planning time for collaboration was identified by several teachers as a particularly frustrating barrier to successfully serving special education students in regular classrooms. Teacher schedules, especially at the elementary level, offer few if any opportunities for teachers to meet regularly for any meaningful length of time to collaborate on instruction. One teacher stated, "There is little time for us to discuss student limitations." Other group members admitted having little or no time to "work out teaching styles" or "to come up with [instructional] modifications that would readily help." In fact, one teacher confessed, "I go days and weeks without planning."

Implementing an inclusion model designed to have teachers working together as equals in the classroom requires substantial and continuous opportunities to plan together. At the minimum, co-teachers must confer frequently about their students and appropriate instructional modifications. Ideally, grade level teams of teachers would have time to plan and develop instructional modifications across classes at each grade level.

Frequently, teachers confer before or after school, but more often planning takes place on a hit-or-miss basis. The lack of planning time tends to aggravate the insecurity that exists about including special needs students in the regular classrooms. According to group members, for inclusion to be successful, time to plan collaboratively is essential.

Class size/class composition—Teachers were in agreement about the problem of class size and the unbalanced ratio of special education students to regular education students. According to participants, class sizes are often too large. When a large number of Learning Disabled students or students with other disabilities were included in the class, the impact negatively influenced instruction. For example, a teacher commented, "Too often there are 33 fifth graders with 8 special needs students; it doesn't work."

Instruction. A lack of training, the setting of standards for and assessing of students with disabilities, and classroom management were discussed by participants as obstacles to inclusion.

Lack of training—Focus group members were unanimous in their opinion of the need for training to prepare teachers, administrators, and parents for inclusion. Few teachers believed they had received adequate preservice or inservice training to qualify them to work effectively in an inclusive setting. In many schools, they stated, teachers do not have a basic understanding of the nature and principles of inclusion. One of the main problems, according to several participants, is that "teachers don't know what inclusion is." One teacher stated, "It is real important for people to understand the definition of inclusion, and not to think that it means total inclusion for every child."

Teachers often defined inclusion as a partnership between a regular education teacher and special educator for the purpose of providing instruction to all students in the class. Beyond the need for a basic understanding of inclusion, participants believe that teachers need training in appropriate curriculum and instruction, alternative means of assessment, and the characteristics of students with disabilities.

One group member expressed concern over the lack of training "from the administration on down." She commented, "We're not doing our job properly if we go from self-contained to fully included [classrooms] without training." With the proper training, teachers who lack the confidence to try new instructional approaches and address the needs of special students can become more self-assured and less resistant to having special needs students in their classrooms. Unfortunately, teachers described a lack of interest evident in some school districts evidenced by low participation in voluntary training. Few teachers made an effort to attend sessions on special education and inclusion.

Specific comments were also made about the lack of training for parents. One teacher stressed the need for preparing the parents of students without disabilities before beginning

inclusion. When many parents understood the concepts of an inclusive classroom and had knowledge of the benefits of the model, they were described as less fearful or resistant.

Preservice and inservice training relating to the needs of special education students as well as modification of curriculum and instruction would help to alleviate teacher, administrator and parent concerns. A substantial effort in this area would, in the opinion of group members, eliminate or reduce many other obstacles.

Standards and assessment issues—Curriculum integrity appears to be a major issue with regular education teachers when asked about inclusion. Noting that special needs children required modifications to the curriculum, one teacher stated, "We always have the 'we don't want to lower the curriculum or lower the standards'" people. Another teacher, communicating the ambiguity of the situation, added, "We don't want to water down the curriculum to make the [special education students] successful, yet we still need to meet the IEP goals."

A teacher related how other teachers described concerns about grading. "If you have this child in this classroom, and he only does half the work, how can I give him an A?" The teacher explained, "It was very difficult to convince the teachers that if he can do ten multiplication problems and get them all right, he doesn't need to do twenty just because everyone else did." Most participants acknowledged that it was far less difficult to convince the students that this was a fair practice. "The kids just naturally seem to flow into it." The teacher recommended the Richard LaVoie videotape *Fat City: Frustration, Anxiety, and Tension* to help convince teachers of special education students' needs. Another teacher suggested pointing out "small steps" or gains that special education students make to help other teachers understand their success.

Special education teachers also expressed concerns about student assessment. One teacher was "concerned about my students 'testing out' of the program with the Woodcock Test. They score so high they get one year of a transition IEP and then they're out, but they still need services."

A second testing concern for special educators related to the current focus on standardized testing as a means of accountability. The pressure on regular education teachers to have their students perform well on standardized tests makes them less willing to accept students with disabilities who have the potential to negatively affect the class performance.

Classroom management—The potential for classroom disruptions by special education students is a major concern of regular education teachers. Disruptions caused by students with behavior disorders, and/or by the (perceived) inordinate amount of assistance special education students require in the classroom, may detract from the quality and quantity of instructional time. One teacher commented, "You spend all that time getting a disruptive student in a calm state.

What happens to the 28 other children? Teachers are afraid of what they are going to do in that situation." Another special education teacher talked about the time spent on "charting and documenting" negative behavior. She also stated that some of the other regular education students began to mimic the negative behaviors.

Discipline regulations requiring modifications for students with disabilities increase the uneasiness that teachers feel about having them join their classes. Special education students, most notably students with behavior disorders, are frequently described as disruptive to the classroom. Presently, these students are held to different, and what appear to be more lenient, standards than are students without disabilities. Teachers view these accommodations as having a negative effect on the behavior of the regular education students in their classes. In addition to modeling inappropriate behavior, young children view the difference in treatment as unfair.

Essential Supports For Successful Inclusion

By far the most important factor reported for the successful implementation of inclusion in a school was the endorsement of administrators, staff, parents and students. Support from these groups must be "commitment from everyone, especially the administration of the district." Evidence of support took many forms, from a "pat on the back when we needed it" to the allocation of funds for inservice training. It appeared, to some participants, that superintendents and principals with special education backgrounds initially were the most supportive of inclusion.

School principals. The most frequently mentioned source of support for inclusion was school administrators. Teachers were quick to point out that a supportive principal is a key to the success of the inclusion model. Not only must the principal support the approach, the support must be visible to the school staff, students, and parents. Participants noted that the principal sets the tone. When he/she demonstrates respect for the special educator, they will then be supported." It was through the commitment of the principal that one special education teacher related how she "was finally accepted as a colleague" by regular education faculty. In another school, the principal forced the issue of staff commitment by telling the faculty, "everyone has to 'buy in' or don't do it." As a result, the faculty has been pulling together to make it successful.

Principals endorsed inclusion in a variety of ways, including providing opportunities for teaming, scheduling regular time for collaboration and inservice training, not letting inclusion classes become a "dumping ground" for problem students, permitting special education students to enroll in age-appropriate classes, allowing students with disabilities to attend their home school, maintaining reasonable class sizes and favorable student ratios, allowing teachers to interview teacher applicants to replace a departing team member, keeping a classroom free to be

used as a training room or "emergency room" for disruptive students, securing funding for inclusion programs through grants, and providing rewards and incentives to teachers who make inclusion successful. A teacher who was supported by the principal related, "My principal laid the groundwork on day one—she will be involved in planning and she will be involved in teaching the class."

Central office administrators. Although the school principal appeared to be the most important inclusion support provider, focus group participants mentioned key central office supporters, such as coordinators and supervisors. One teacher commented, "Our director has been very supportive, allowing us to 'fly and dig-in' and spend money." Another incentive provided by central office staff in support of inclusion was to reduce class size. In one district, administrators reduced class enrollments by counting special education students into the class formula at the same weight as regular education students. Traditionally, special education students are counted as a reduced class load due to the supplementary support they receive from the special education staff. More commonly, central office administrators have demonstrated support for inclusion through the allocation of funds, most notably for training and materials. Participants reported that central office staff also demonstrated their support by talking with parents and visiting classrooms. Less concrete, but no less important, according to a teacher, are the central office staff who provide a "pat on the back when we need it."

Peer support: collaborative environment. One of the most critical factors in the success of inclusion is the working relationship that exists between teachers. Teachers willing to work as partners, share responsibilities, plan together, and accommodate one other's teaching styles are considered invaluable in the effort to implement inclusion.

Teachers who felt they had successfully implemented inclusion respected each other's opinions and expertise in working with both regular education students and special needs students. These teachers tended to view students as "our students" and to willingly share classroom responsibilities. In schools where good collaboration existed, regular and special education teachers worked in teams that met regularly to solve problems and to discuss students. These teachers were willing to relieve or to fill in for one another, and could be found working together across grade levels. One teacher related how she and her teaching partner jointly completed report cards. Another teacher characterized the situation by saying, "This co-teaching thing is kind of like a marriage."

Teachers mentioned the value of developing a network of professionals external to their building. A focus group member described her association with a colleague elsewhere in the district who taught similar students. She commented, "We don't have to talk often, but we know that we are there for each other." Several teachers commended the support of ancillary staff such as school counselors and psychologists.

Parent and community support. Gaining the support of parents is extremely important to the success of inclusion. The support of parents may be "more emotional" than anything else, but is important to providing teachers with the confidence to attempt the inclusion approach. Generally, participants stated that after parents of children with disabilities have knowledge of the benefits of inclusion, they favor the practice. It is sometimes more difficult to communicate to parents of nondisabled children the value of inclusion for their children.

Parents of students without disabilities. A lack of parental support was presented as an obstacle by many group members. Consequently, parents who are supportive of inclusion were viewed as extremely helpful in making it work. One teacher, who experienced positive feedback from parents, shared a regular education parent's comment: "This has been the best experience for my child."

Parents tended to lend support to the practice of inclusion through communication with teachers, participation in training, and volunteer work with regular education students. Once "own over," these parents become the strongest advocates for the inclusion approach.

Parents of special needs students. Some of the strongest support for inclusion came from the parents of children with disabilities. A teacher related, "Parents fell in love with it [inclusion] and demanded it." Another teacher described how inclusion gives the family more status in the community than a segregated special education setting. This strengthened parental support (even if their child was "scared to death about going into the regular classroom").

Community support. Several teachers mentioned community support as being important to inclusion. One teacher said, "If you get the community involved and they know what's happening in the school system, that's positive. They can do a lot to change the negative attitudes toward inclusion." Another teacher suggested involving the Parent Teacher Association (PTA) or Parent Teacher Organization (PTO) in inclusion activities.

Regular education students. According to focus group participants, regular education students have been the most receptive of all participants involved in the implementation of inclusion. This seemed to be true especially at the elementary level where students with disabilities appear less "different" from their peers than in the higher grades. A group participant suggested that, "if we start at the elementary level, they [regular education students] will be much more willing to accept it later on." Regular education students often participated in peer tutoring. In at least one school, students learned sign language in order to better communicate with a disabled peer.

The support of regular education students for special education students was described as extremely helpful, especially in schools using peer tutoring techniques. One teacher commented,

"Students can work in small groups and grasp it quicker." Teachers reported that, in general, student attitudes toward their classmates with disabilities have been positive. A teacher reflected on the inclusion experience, "All regular education students love to help special needs kids."

Personnel. Teachers expressed an appreciation for the assistance provided by instructional aides. Qualified aides in the classroom are a valuable resource. As helpful as classroom aides are, group participants pointed out that it is important that aides receive training in working in an inclusive setting and that the school administration hire aides to support, but not to take the place of, teachers.

Other personnel were mentioned as important sources of support by focus group members: service personnel, custodians, and cooks who are called upon to install handicapped door handles, lower water fountains, modify rest rooms, and prepare special meals for students with special needs.

Staff development. Inservice training was advocated by all group members as a necessary support to inclusion. Training is the major vehicle for informing staff, administrators, and parents about the nature of inclusion and ways to serve students in an inclusive setting. Teachers recognized a need for training in most factors involved with implementing an inclusion model. Yet, group participants found training to be one of the greatest unmet needs in their districts.

Funds. Not surprisingly, funding for materials, training, and support personnel were discussed as critical to successfully implementing inclusion. Money has been available for materials and inservice in some districts represented in the interviews. At one location, funds were provided for a resource center, and teachers were given $800 and a computer to address student needs. Training through the Tennessee Department of Education and through Association for Supervision and Curriculum Development (ASCD) videotapes had been helpful to at least two of the group participants. The federally funded Systems Change Projects were also mentioned as workshop providers. One workshop that group participants considered valuable, titled "COACH," provides training in developing a family-centered IEP. In some schools, grants were also valuable sources of funds.

Effective Inclusion Strategies

Many activities were offered that focus group members had found to be successful in working in an inclusive setting. The activities are categorized in this section as strategies for planning, classroom management, instruction, curriculum modification, and assessment.

The reader is also referred to the collection of more than 100 strategies shared by focus group participants at their sessions and included as appendices B-E.

Planning strategies. Collaborative planning was identified as an essential strategy for successful inclusion. One participant described biweekly inclusion meetings held in her school that were attended by related service professionals (those serving the same students). These meetings provided opportunities to discuss the needs of special education students and to collectively develop intervention strategies. Another teacher commented positively on the effectiveness of team planning at her school, which provided teachers the opportunity to collaborate on a regular basis.

Other planning strategies discussed by group participants included these:

- pre-school year preparation (meeting with special education and regular education teachers prior to the opening of school to review student IEPs, discuss disabilities and develop modifications);
- "coffee and conversation"—one day a week, 8:00 - 8:30 a.m., when a teaching assistant supervises students while teachers collaborate in planning for the upcoming week and discuss student needs;
- checklists to monitor the behavior of students with behavior disorders and to communicate the results among teachers;
- collaborative planning on the run—passing notes on a regular basis to increase communication and teacher consistency when dealing with students;
- constructing an activity matrix weekly matching IEP goals with classroom activities;
- sharing lesson plans for the next week on Friday afternoons;
- using carbonless copy planning books to provide plans to all collaborating teachers; and
- common planning periods for co-teachers.

Classroom management strategies. Major concerns for teachers were the behavior and social skills of special education students in a regular classroom. Group participants shared various measures to ensure that students with disabilities were minimally disruptive while learning appropriate classroom behavior.

Peer counseling or whole-group problem solving was described as a primary method to improve the socialization skills of special needs students. At one school, behavior problems were considered as a "class concern" and dealt with by using a peer counseling model. A teacher

explained the approach saying, "Students talk as a class, as a community, not just for special needs students." Class members talked about problems, discussed potential solutions, and decided on strategies they thought would work. Students at another school were given similar opportunities to discuss class problems, including inappropriate behavior, with or without the problem student present.

A variation of the peer counseling approach involved assigning a "big brother," usually from a higher grade, to each student with disabilities. It was the responsibility of this peer counselor to check with the student during the day to find out how the day was going. If necessary, the "big brother" spent time with the student (e.g., walked around the football field). This approach to peer counseling helped to socialize students and provided them with a positive role model.

One teacher described a more traditional means of working with a student with behavior problems. In this case, the teacher assumed the responsibility of working one-on-one with the child to modify behavior. According to the teacher, "We had a restless student. We watched her at first, then judged periods when she should come to see me [the special education teacher]."

The most structured strategy offered by focus group members for modifying student behavior was a "time-out room." At one school, a room was available for students who were having difficulty in class. The room was staffed with an aide as a means of monitoring the student and providing the necessary support.

Instructional strategies. Several instructional strategies were offered by focus group members for working with special and regular education students in an inclusion setting. The most commonly mentioned strategy was individualized instruction. Teachers stressed the importance of customizing instruction and materials to the learning styles and capabilities of each student.

Individualization of instruction might include modifications in a variety of areas. In general, all students are taught the same curriculum with the same goals, but with modifications based on their abilities. For example, students with reading difficulties are read to by the special education teacher or the teaching assistant or receive taped text sections or peer tutoring. Students with hearing impairments may be instructed using sign language. Teachers also provided students with differentiated homework and classwork assignments. For example, one teacher described a method of color coding assignments to indicate various levels of difficulty, and another teacher described an adjusted grading system.

Although no one method of teaching fits all students, teachers were in general agreement as to the value of peer tutoring, cooperative learning, and peer modeling as being effective in the inclusive classroom. The most frequently described approach was peer tutoring in which

students who are strong in an academic area assist those who are not. In some cases, a special education student is the peer tutor to a regular education student.

Cooperative learning is a popular strategy in regular education classrooms and can be equally successful in an inclusive class. Cooperative learning provides children with academic support and opportunities for social interaction through group work toward individual and team learning.

Peer modeling is often used to teach appropriate behavior. One teacher described how having a student with a behavior disorder act as model for a regular education classmate improved the behavior of both.

Additional instructional measures for increasing the chances for success of special education students in the regular classroom included

- multiage, multigrade teaching of reading and math,
- developmentally appropriate nongraded grouping,
- involvement of special education students in a variety of classes for specific purposes (e.g., math for academics, lunch for socialization),
- small group instruction (e.g., "Jigsaw model"—students as members of "expert" groups teach each other),
- cooperative learning groups with assigned roles (e.g., researcher, writer, presenter),
- pairing of students,
- parent volunteers (e.g., "VIP"—Very Important Parent—tutors),
- cross-grade or cross-ability peer tutoring (e.g., 8th grade students tutoring 7th grade students, pairing marginally successful students with special education students, "reverse inclusion" in which regular education students go to a special education classroom for assistance from a special needs teacher),
- a learning lab or resource room,
- tutoring by teachers,
- an open classroom concept,

- role-playing in math (e.g., students make intentional mistakes on chalkboard examples so classmates can correct them),
- flexible grouping in reading (students can join or leave the group at will),
- rewards (e.g., "Honor Badges," lunch out of school, special friend to visit, schoolwide recognition, eat lunch with teacher or principal, awards day for students with disabilities),
- memo sent to each student on Monday morning reminding them of tests, assignments, projects, etc.,
- advanced organizers with each lesson,
- adoption of multiage primary groups (K-3) which adds a fourth teacher to the class and enables the special education teacher to work with all students,
- heterogenous small group work at learning centers with teachers and aides rotating to each center to assist all students,
- teachers and aides rotating among students, with both educators working with all students,
- assigning a "class note-taker" for students who need to listen, who can then take the notes home. (variation of technique involves having someone stand at an overhead projector while the teacher lectures to take notes, which show on the wall),
- study guides prepared by the special education teacher for all students and used by the regular education teacher to develop tests,
- relating information to student interests,
- a resource room open to all students,
- providing special education students with special choices for assignments,
- peer assistance in which Learning Disabled students can find answers and have their regular education partners write them down,
- the use of technology, such as using a keyboard to help develop fine motor skills or using specialized communication aids for nonverbal students,

- teaching students study skills such as the use of mnemonic devices,
- writing key words on the board,
- planning instruction for a variety of learning styles,
- standing next to student to repeat phrases,
- holding spelling/reading contests,
- oral reading,
- teaching sequencing during reading instruction,
- clueing,
- displaying drawings with labels by special education students,
- student choosing of spelling words from their reading, which become the master spelling list, and
- notebooks for each subject developed by the inclusion aide that include all chapters on tape and a complete study guide for each subject.

Curriculum strategies. Teachers recommended several curriculum packages for students in the inclusive classroom. Commercial curriculum packages often include an instructional approach as well as curriculum content. Sample topics for which packages are available include

- teaching students conflict resolution strategies,
- skills streaming (teacher social skills),
- High Scope preschool curriculum, and
- study skills.

Assessment strategies. Teachers used a variety of alternative assessments to judge student progress, communicate with parents, and reward students for their efforts. Several focus group members modified their current assessment procedures for student work. It was common for teachers to reduce the number of responses on test items, read test items aloud, provide students

with the opportunity to respond orally to test items, and adjust the time provided for special education students to complete tests.

Other alternative assessments described by focus group members included

- assessing students on projects, pictures, and small writing assignments;
- developing student profiles;
- "Go-home journals;"
- anecdotal records;
- awarding stickers in daily notes kept in student notebook;
- allowing students with disabilities to take quizzes as part of the large group, but grading only a sample of their responses;
- giving credit for participation;
- audiotaping quizzes;
- modifying grading criteria;
- allowing group self-evaluation; and
- creating a monitoring or status sheet for each student, based on his/her IEP, that notes instructional modifications.

Positive attitude. Perhaps just as important as instructional techniques are the attitudes that prevail in the instructional setting. Several teachers agreed that a positive teacher attitude was a critical factor in helping students with disabilities to successfully participate in regular education classes. One teacher suggested that to start the year out right, both special and regular education teachers should be introduced as equal partners from the first day because "acceptance of special education students by the teacher is mandatory for regular education students to [be able to] accept special education students."

It is important that teachers communicate to the class their expectations of the treatment of students with disabilities. According to one secondary school teacher, the "students know I won't tolerate it [mistreating of students with special needs]." A second teacher reported that at the beginning of each year, she "gives a little speech" to convey the importance of accepting

individual differences. A positive attitude toward all students must be communicated by teachers, even outside the classroom. A teacher offered, "It's not just the influence you have when you're standing in front of the class. It's the influence you have in the hallway. If other teachers can tell you have a negative opinion towards children, you can be sure the kids know it."

Two teachers related how significant the use of descriptive, inoffensive terms can be. At one school, special education classes are referred to as "multiage, 4th-5th-6th grade classes." Modifications in curriculum and instruction are referred to as "development appropriate activities." In this way, older students with disabilities are not singled out for participating in activities some would consider to be not age-appropriate. A teacher commented that inviting curious regular education students into the classroom to learn what inclusion is about helped de-mystify it.

To help regular education students and their parents understand the concept of disabilities, one teacher recommended a traveling puppet show with puppets representing disabled people. Presented at the beginning of the year to students and to parent groups, the show helps alleviate the misperceptions adults and young people have about special education students. The teachers hoped that greater understanding would lead to a reduction in the initial resistance of parents to the practice of inclusion.

Impact of Inclusion on Classroom Climate

Focus group participants agreed that the effects of having special education students in regular education classrooms were unique to each class and student. However, group members offered some generalizations and commented on the effects inclusion has had on them as professionals.

Participants reported that much of the impact of inclusion on a classroom depends on the type and severity of the students' disabilities and the attitude of the teachers involved. Other significant factors are how well teachers are prepared to work in inclusive settings and teacher attitudes toward the approach. In schools where the teachers were well prepared, knew what to expect, and considered the special education teacher to be an equal partner in the classroom, special education students seemed to have a positive effect on the class climate or, no discernable effect at all. In classes where regular education teachers willingly began to work with special education students, the regular education students did so, also. Finally, in the experience of many focus group participants, positive effects of inclusion are most likely to occur at the elementary level.

Some teachers viewed inclusion as an opportunity for regular education students to learn about individual differences and to become more accepting of others. In fact, they described that students may "become mother hens" to their classmates with disabilities. In only one incident was it reported that a regular education student complained of feeling burdened with the role of helper for a special education classmate.

In some cases, special education students had little noticeable impact on the class. Teachers reported that the regular education students were unaware that their classmates had special needs. One teacher recalled, for example, when an adult visitor asked a regular education student a question about the special education students in the class and the student "didn't know what she was talking about."

One of the most positive comments was by a teacher who stated "it [inclusion] has humanized all of us." Students and teachers were described as becoming more understanding of individual differences and more able to view positively students with disabilities.

Positive impact on students. Most focus group participants seemed to be advocates for the inclusion model. They identified several positive effects of the approach on students without disabilities as well as on students with special needs.

Generally, regular education students were characterized as very accepting of their special education peers. One teacher commented, "It's a very natural environment. Students accept handicaps." Other teachers confirmed this perception, and one added, "My other children are becoming advocates."

A major benefit attributed to inclusion was the opportunity it provided for regular education students to become aware of, and gain appreciation for, people different from themselves. In more than one class, the increased tolerance or appreciation was generalized to other students beyond those with disabilities. The effects of the experience were explained by a group member who related, "Our school is sheltered regarding [has few] minorities. Some of our most bigoted students have grown to care so much about students with special needs that they've [also] opened up to minority students." Another teacher said of her students, "They've outgrown their parents in a lot of ways." And yet another teacher reflected on her school, "The care and concern shown by the regular education students has just baffled the parents. I think it helped the whole discrimination issue, because these kids are growing up in a world where kids are different. I've seen a big change in their attitudes toward others" In this way, both regular and special education students were reported to benefit from inclusion.

According to one participant, an added benefit of inclusion is that by socializing with nondisabled peers "special needs students see that regular education students get into trouble, too." The sum effect of the approach can be a greater understanding on the part of both groups of

students about each other. On the other hand, one participant suggested that the behavior of the regular education students improved because they became role models to their classmates. Students without disabilities, even those who tended to be behavior problems, took pride in demonstrating how to do things for their special education classmates.

The impact of inclusion on students with disabilities appeared to be substantial. Teachers related that, "special needs students work so much harder in the regular classroom," and "[my] special education kids are asking intellectual questions."

Teachers witnessed significant growth in special education students in areas other than academics. To focus group members, inclusion has "greatly enhanced the self-esteem of these students." In one teacher's opinion, the students developed a sense of "self-advocacy" and were more willing to speak out for themselves and their needs.

Not only do special education students experience success more frequently in the regular class, but the stigma associated with special education is reduced as the special education teacher works with regular and special education students, according to participants. One teacher was concerned, however, about the negative effects that result from the tendency to "hide the labels" in an inclusive setting. It may, in her opinion, downplay the needs these students have.

The positive social effects of inclusion appear to have been most evident in classes which included the broadest range of abilities. A teacher commented how inclusion has "given gifted and talented students an appreciation for how other students learn." In fact, teachers reported a "significant number of helping behaviors by gifted and talented and regular students."

Finally, teachers credited inclusion with providing opportunities to assist marginal students or students with special needs who might not have been identified for services. Special and regular education teachers working as partners in a classroom were more likely to become aware of students who would benefit from additional attention.

Positive impacts—or effects on teachers. Students are not the sole beneficiaries of inclusion, according to focus group members. Adults in the classroom also benefited in several ways. One teacher suggested that the classroom was, in general, a more relaxed, more flexible place. Another teacher related an incident where a colleague who once referred to special education students as "those kids" recently came to her and asked, "How can we help him succeed? I am really concerned about him." Finally, a teacher stated, "It [inclusion] helps me as a regular teacher and as a parent. I've learned to be tolerant."

Many teachers stated they soon learned to raise their expectations of the capabilities of special education students. Many of the traditional stereotypes of these students were broken down. One teacher related that initially her standards for acceptable behavior were lower for

special education students than for students without disabilities. But, after a short time, she saw how much her students with disabilities were capable of and raised her expectations for them in the classroom. Another teacher described how she initially slowed the pace of instruction, which caused the regular education students to become bored. As instructional modifications were made, the teacher could once again pick up the pace, and the problem was resolved.

Teachers reported benefiting professionally from inclusion. Regular education teachers learned instructional strategies that have been successful with special education students, and found they were appropriate for all students. Teachers frequently adopted these strategies for the entire class to help the low or marginally achieving students. One teacher commented on how she tried different games that she might not have tried, and it has "helped the whole atmosphere of the class." In effect, inclusion forced teachers and students to learn about a range of abilities and instructional strategies. One teacher stated that inclusion forces changes in teaching styles that have resulted in improved knowledge and skill retention for regular education students.

Inclusion also appeared to have a positive impact on the self-esteem of teachers. Regular education teachers gained confidence as they discovered they are capable of working with special education students. Similarly, special education teachers reported learning that they are capable of teaching regular students in a large group setting. Both types of teachers described gaining an appreciation of each other's skills and expertise.

Teachers who spoke of their experiences with inclusion reported becoming more understanding of their colleagues' points of view. They praised the increased knowledge they acquired from adopting new teaching strategies and from learning about student differences. Several teachers expressed satisfaction at seeing special education students learn and grow. One teacher stated, "If you provide the opportunities, you will get more [learning] than you ever imagined." And finally, a teacher added, "It keeps me going to see students with such problems continue to achieve."

To some teachers, such professional growth has not been painless. As a special education teacher commented, "Teachers have to teach to all different levels in elementary, middle, and high schools. Teachers have had a rude awakening to learn this." They have had to adapt curriculum to all levels and to hold high but different expectations for individual students.

Negative impacts or effects. Not all of the effects of inclusion on the classroom were described as positive. The most frequently cited negative effect was the disruptive behavior of some special education students. Some teachers believed that including special education students in a regular classroom can divert much needed attention away from other students. "Children who act out take away from the instruction of others" commented one teacher, while another admitted that she lowered her behavioral expectations for special education students and that affected the entire class.

Teachers related how being unprepared for inclusion of special education students resulted in "chaos." A special educator explained that, in her school, classroom disruption increases when "our kids get into basic classes that are notorious for misbehavior." Many teachers agreed that emotionally disturbed children were difficult to handle in any class. One teacher commented that the volatility of some students with behavior disorders had increased in severity in the regular education classroom. A regular education teacher summed up the view of many with, "Some children function very well in a regular classroom with no disruption, and then we have other children that, no matter what you do, it's going to be difficult for them to function."

Difficulties were described when special education students were added to overcrowded classrooms. At times, some participants stated, regular education students are not accepting of their special education peers. In most cases, however, attitudes improved as students became familiar with each other.

A quite different scenario was described by a teacher who stated that in her class, "It [inclusion] has had a reverse effect. Some regular education students say what you [special education students] do is a lot of fun. They have wanted to work with the special education teacher." These comments reveal that strategies helpful to students with disabilities, may also be effective teaching strategies for all students.

One focus group member suggested that perhaps inclusion has not had the effect of eliminating group distinctions, but in fact, has created a third class of students. The teacher, speaking of marginal performers who had not been identified for special services stated, "We have students in our schools without labels and they're beginning to feel left out. Are we functioning as a class or as separate classes?" Another teacher appeared to support this idea, saying, "In inclusion we seem to be hiding the labels. We have to come to some agreement—is advocacy the way we want to go or is inclusion?"

Inservice Training

Teachers were in agreement that inservice training (professional development for regular and special education teachers) is vital for the success of inclusion. They were somewhat discouraged, however, by the lack of available training and interest in special education training on the part of middle and high school teachers. One teacher described much of the inservice training provided by the division as the "knee jerk" variety. Another teacher described the attitude of central office administrators as, "You're not teaching if you're not in the classroom. We don't pay you to go to conferences." A third participant added, "If the principal doesn't buy in, it doesn't make a difference [what the inservice is]." In Kentucky, teachers complained, there

is little opportunity for specialized training because so much professional development was being focused on aspects of the Kentucky Education Reform Act (KERA) that address on assistance to all students.

The primary means of inservice training in the schools, according to members of the focus groups, was informal discussions among teachers. One regular education teacher stated that the best training she received was from her coteacher. They viewed value in peer training because it was delivered by "those who have experienced it, who are not working on a theoretical construct, but are working in the world of reality." Another participant commented, "We inservice each other everyday," and a third added, "Any training teachers are getting they're getting themselves or doing for each other."

Informal training activities included sharing materials among colleagues, shadowing special education teachers, hosting visitors (having to explain what is occurring), and videotaping teachers with students to learn from self-observation.

Visitations to other schools with inclusive classrooms was also viewed as an extremely valuable inservice experience. Teachers appreciated the opportunity to see their colleagues in action and to question them about the practical aspects of serving special needs students in the regular setting. They contend that a key to a successful inservice session is practical "nuts and bolts" information rather than abstract theory. Focus group participants stated that initial inservice training should be aimed at raising the awareness of participants to various types of disabilities followed by training in topics of specific interest to teachers who would be teaching children with particular disabilities.

Inservice training provided at the school or district included workshops or professional development sessions on pre-arranged days in the school calendar. In one district, the teachers involved in inclusion formed a panel to inform other teachers. In another, teachers conducted a writing and classroom management strategies workshop for district colleagues. Less structured methods of training included training by satellite and videotapes.

Teachers who attended professional conferences believed that the most valuable conference sessions involved teacher panels on the practical aspects of an inclusive classroom. "Schools for All Kids," provided by the Kentucky Systems Change project, was described as successful since each regular educator attended the session with a special educator. Other sponsors of valuable conferences mentioned by participants included the University of Memphis, the Epilepsy Foundation, the National Council of Teachers of Mathematics, and the Virginia Education Association (VEA).

Material resources for training are often supplied through resource centers or the central office in local districts. One teacher recommended the Hawthorne Manuals, a set of books and a

computer program for generating teaching strategies to assist students with specific learning problems.

Topics that teachers found particularly useful for inclusion inservice training included whole language, classroom management, writing, cooperative learning, sign language, team building, communication, group dynamics, portfolio assessment, Attention Deficit/Hyperactivity Disorders, alternative assessment, task analysis, webbing the curriculum, collaborative learning, curriculum modification, crisis prevention, stress management, parent/educator advocacy training, conflict resolution, and inclusion general topics. Workshops which provided hands-on or learn-by-doing experiences were reported to be most successful.

Other training packages or sources recommended by group members were: *The Quality School* by William Glasser, VQUEST, ROPES, *Success in Reading and Writing*, *Math Their Way*, and the Public Broadcasting System videotape *Educating Peter*.

Teachers were positive toward using local staff for providing inservice training. "Districts need to cultivate their own talent in their own schools through peer meetings for sharing ideas," one teacher stated. She added, "I tend to bring away more ideas when I go to one of those." In any case, inservice training should be practical—"You don't have to make it complicated to make it work." A "dream inservice," in the opinion of another participant, would include specific strategies for working with special needs students.

Other proposals for inservice training included having regular education teachers spend a week in a self-contained class, providing solo teaching experience of a regular education class for special education teachers, and arranging visitations to vocational classes for all teachers.

Preservice Preparation

The most frequently mentioned suggestion for improving preservice teacher training was to increase the number and duration of practicum experiences. Focus group participants proposed that both special education and regular education majors should be required to observe and teach in several special education and inclusion classrooms. According to one participant, prospective teachers need "on the job training. Be in that classroom, because it may not be what you think it is." Focus group participants suggested that short-term field experiences such as "shadowing" veteran teachers would be valuable for providing education majors a general view of what teaching involves.

Practicum experiences, according to group participants, should begin early in the college program and culminate in a student teaching experience that is longer and more diverse than is presently required. Student teaching, according to one participant, "should be the best class with

commensurate pay." Another teacher commented, "I think teaching is so important that four years isn't enough to prepare you. I think you need to spend as much time being a full participant as you do sitting in a [college] class." Adopting this proposal would have the added benefit of providing additional support in classrooms for veteran teachers.

When discussing possible modifications to preservice curricula, group members believed that education majors need to take more than one class in special education. They also suggested that course content be made interdisciplinary and include topics such as the administration of medications, legal issues in special education, Individualized Education Plans, inclusion, hygiene for students with special needs, instructional modifications for special needs students, problem solving, behavior management, action research, and CPR. Students should also learn the characteristics of special education students, how to provide for individual differences, and the nature and nurturing of student self-esteem.

Although not all group members agreed, many suggested that certification for regular education and special education be merged since "we're all special educators. We all teach special kids, whether they are labeled or not." Another teacher commented, "I think it should be a flat teacher certification, with every teacher teaching every student." A special educator supported that idea, saying regular educators are "the first ones to see the student. They have to be aware of what the problem is." It was also proposed that all prospective teachers earn a liberal arts degree as an undergraduate and concentrate their efforts in education at the master's degree level as is the case in most five-year training programs.

If preservice teachers are to be adequately prepared for the rigors of the classroom, faculty at many colleges of education will need to revise their training paradigms. The traditional master teacher model was not viewed by focus group participants as appropriate for new teachers expected to work in an inclusion program. One teacher commented, "It is real easy to sit in a room with adults and do all the lessons as if you were the kids. But it's not the real world." Another participant said, "Get the professors into the classrooms."

Focus group members contend that college professors lack current practical knowledge of daily life in inclusive classrooms. "Professors ought to be required to teach in an elementary, middle, and high school in their area, because if you haven't been in the classroom in ten years, you don't know what the kids are like," commented one teacher.

Group members advocated the increased use of adjunct faculty currently working in the field or inviting current public school teachers to the classes to share experiences with education majors. Finally, participants believed that state departments of education have a role in preservice education for teachers and suggest that they expand sponsorship of training programs and conferences.

CONCLUSIONS

The 144 teachers who participated in 16 focus group interviews held in Virginia, West Virginia, Tennessee, and Kentucky were asked to discuss their experiences with the inclusion model of serving special education students in the regular education classroom. They described their perceptions of obstacles to implementing inclusion, their concerns about inclusion, the supports they believed were essential for successful inclusion, effective strategies for an inclusive environment, and the effects on the class climate of including special education students. Finally, group members were asked to make recommendations concerning the nature and content of preservice and inservice training to prepare teachers to work successfully in an inclusive classroom.

Obstacles

The major obstacles to the successful implementation of inclusion of students with disabilities into regular education classrooms included

- negative attitudes of administrators, teachers and parents;
- lack of resources for personnel and training;
- organizational barriers related to planning time for teachers and scheduling students; and
- issues relating to the modification of instruction and curriculum to serve both students with special needs and students without disabilities in the same classroom.

Concerns

Group members discussed issues they viewed as obstacles to the continuation of inclusion in their schools. The major focuses of their concerns were the scope and sequence of implementing inclusion, the increasing demand for special education services, and the training and use of teachers and support staff.

Supports

Focus group members credited their colleagues, central office personnel, school principals, parents, and regular education students with helping inclusion succeed. Administrative support most frequently took the forms of advocacy, money for training and instructional materials, planning time, and additional personnel.

Strategies

Participants described as most successful for an inclusive classroom strategies that have a high potential for success in any classroom. Strategies discussed by teachers were categorized into six categories: planning, classroom management, instruction, curriculum, assessment, and attitudes. Examples of these strategies follow:

Planning:	biweekly inclusion meetings attended by special and regular education teachers and other related service professionals
Classroom Management:	peer counseling, "time out" room, teaching students conflict resolution strategies
Instruction:	multiage primary groups (K-3), small group work, peer counseling, classwork and homework modifications, and instructional modifications to address specific disabilities
Curriculum:	preschool curriculum, interdisciplinary curriculum, organizational and study skills
Assessment:	assessing students using projects, measures of task performance, small writing assignments, modified tests, and anecdotal records
Attitudes:	introducing all teachers as equal partners from the first day of school, teaching and modeling respect for all, and emphasizing different learning styles and the strengths of each student.

Impact of Inclusion

Reports of the impact of including special education students in regular education classes varied. However, the majority of teachers credited inclusion as having positive impacts for both students and teachers.

However, problems did occur when inadequate support was provided for special education students or when the students' behavior was so disruptive to the learning environment that they had to be removed. Most success stories involved students developing communication skills with the support of their regular education classmates. Less successful students were most often those with behavior disorders or so severely disabled they were not able to benefit from the regular classroom setting.

RECOMMENDATIONS

Described as the most important factors for the successful implementation of an inclusion model were a strong commitment to inclusion on the part of school personnel and parents; preservice and inservice training; adequate staff to implement programs; time for planning; role clarification for regular education teachers, special education teachers and aides; and parent support. The following recommendations are offered to address these factors:

1. **Demonstrate commitment for the inclusion model at the highest levels of the school district**. Administrators at every level, from the superintendent to the school principal, should demonstrate their support for inclusion. This is crucial to secure commitment for inclusion from teachers and parents prior to beginning implementation of services. Communicating the expectation that serving students in inclusive settings is important to the school district will nurture commitment on the part of administrators and teachers while helping to reduce parent fears.

2. **Develop a comprehensive implementation plan prior to beginning programs**. Extensive planning is critical to the successful implementation of inclusion. A plan serves two purposes: first, it provides a public road map for implementing inclusion. Secondly, a plan communicates to school personnel and parents a high degree of administrative support for the inclusion model. Create a formal description of the inclusion program from which a detailed implementation plan can be developed. A plan should include the logical sequence of inclusion implementation across and within schools. Both the description and plans for implementation should be completed well in advance of beginning the program. Regular and special educators, as well as appropriate support staff and parents of regular and special education students, should participate in the planning process. Plans should be made public as a means of communicating the intent of the district. Provide opportunity for school staff and public comment. The plan must be broad enough to provide a vision and specific enough to provide a detailed description of the program.

3. **Train, train, train**. Inservice training for administrators, teachers, aides, and parents is critical for smooth implementation of inclusion. Training should be experiential, providing opportunities for teachers to learn practical ideas for the classroom and to visit successful inclusion programs. Regular education and special education teachers and instructional assistants can benefit from training in the concepts of inclusion, characteristics of specific disabilities and learning problems, teaming, curriculum modification, classroom management, and a variety of instructional techniques. If possible, provide inservice workshops during contract hours and/or compensate participants for their time during noncontract days/hours. Include visits to successful

inclusion programs. Provide hands-on experiences and guest lecturers (especially inclusion-experienced teachers) as training opportunities. Make available to teachers on a regular basis networking opportunities to share experiences, update skills, and reinforce learning. Working together during a workshop session reduces the anxiety associated with role confusion and other changes facing teachers who are planning an inclusive program and/or who coteach.

4. **Provide teachers with adequate time to plan collaboratively**. The importance of collaborative planning cannot be overemphasized. For successful inclusion to take place, teachers must have time to plan for the diverse needs of each student. Co-teaching regular and special educators and aides should be provided with daily planning time. If possible, weekly team planning with grade level teachers is desirable. Such provisions may require additional funding for staff and some "creative scheduling."

5. **Provide adequate funding**. Adequate funding for inclusion greatly reduces or eliminates many of the obstacles and concerns discussed by focus group participants. Appropriate funding may be the most effective means of demonstrating administrative commitment to the process. Training, materials, planning time, and additional staff are costly. From the perspective of the focus group members, inclusion should never be looked upon as a means of cutting program costs. On the contrary, effective inclusion may result in higher costs per student due to the needs identified in this report.

6. **Maintain reasonable class enrollments and a balance of special education students to regular education students in every inclusive class**. One of the most perplexing problems involved with inclusion is the scheduling of special education students into regular education classrooms. The ratio of students with disabilities to regular education students may not be program based, but rather based on the instructional needs of the individual student and his/her classmates. The number of special education students considered reasonable will depend, in part, on the type and severity of the students' disabilities.

7. **Provide for a continuum of services from self-contained to fully inclusive instructional settings**. No one model of instruction is appropriate for all students. The majority of special education students may be well served in a regular education classroom, but some will need alternate learning environments on a part- or full-time basis. Just as curriculum and instruction are modified on an individual basis, so should be the instructional setting. Therefore, provisions for self-contained classes as well as resource services must be available.

8. **Provide an adequate number of teachers and teaching assistants**. As the number of students qualifying for special education services increases, or as students with

disabilities move from a self-contained or resource room setting into the regular education class, there is often a need for additional teachers and instructional aides. Also, with the implementation of inclusion, teachers are finding an increasing number of nonidentified, marginally successful students who benefit from services of the special educator in the regular education classroom.

9. **Plan for implementing inclusion across all grades levels**. To provide students with disabilities with a consistently supportive environment throughout their school careers, it is necessary to either implement inclusion at all grades simultaneously or to progressively expand inclusion to each grade level as students move through the system.

10. **Encourage decisionmakers of teacher training institutions to incorporate classes in special education and practicums in inclusion classes into the curriculum**. As school district administrators identify their strengths and needs for inservice inclusion training, communicating these to the higher education community can lead also to more productive workshops and to the involvement of teachers experienced with inclusion as adjunct faculty and cooperating teachers.

11. **Celebrate successes**. To garner support for inclusion as a viable instructional approach, communicate to the community, parents, teachers, and administrators when students, programs, and schools achieve success. Including everyone can result in improved learning and understanding for all.

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APPENDICES

Appendix A

Inclusion Focus Group Interview Protocol

Appendix A

INCLUSION FOCUS GROUP INTERVIEW PROTOCOL

Introduction

Good morning/afternoon! My name is _____ and assisting me is _____. Our task today is to talk with you about your experiences with inclusion. The purpose of our discussion is twofold: 1) to identify teacher concerns regarding inclusion; and 2) to compile strategies teachers have found effective for helping special needs children in regular classes. We would like for you to speak honestly and candidly with respect to the questions I will pose to you.

Before we begin, I need to establish a few ground rules. First, our discussion will be tape recorded because I will not be taking notes during our discussion and may later want to recall something said. Because of the recording, please speak clearly and I'll try to encourage only one speaker at a time. Also, _____ will be taking notes as we talk so that in the event the tape recorder malfunctions, she/he can help me remember what was said. Everything that you tell us will remain anonymous and will only be used in summary form. Specific names of schools and other students, teachers, or parents will not be used. If you need clarification of the question, please feel free to ask.

While time is short today, it is important that everyone has an opportunity to express their concerns and share their experiences. It will be my job to insure that everyone who has something to say has that opportunity. There are not right or wrong answers. No one in the group, including me, is to be considered the expert on anything that we talk about. Therefore, please do not judge one another's opinions; everyone's opinion is equally important.

Finally, we will take a brief formal break about midway through the morning/afternoon, but please feel free to use the restroom or take a brief stretch if you need to do so as quietly as you can.

With those guidelines in mind, let's begin!

1. First, please introduce yourself and briefly describe your experience with inclusion.

2. Please describe your concerns about inclusion.

3. As you began your experience with inclusion, what obstacles or barriers did you confront and what solutions did you create to address them? (Probe for: in the school, at the district level, with families, with colleagues, with students, or others)

4. What support has been most helpful in implementing inclusion?

5. Within the regular education classroom, which strategies or practices have seemed most effective with special needs students?

6. What effect does having a special needs child have on classroom climate and other students in a regular classroom?

7. What inservice training has been most helpful to you as you include special needs students in the regular classroom?

8. If you were making recommendations for teacher preparation in inclusion for regular (general) and special education teachers, what would you most strongly recommend?

9. Think of one special needs student with whom you work who has made great gains. Briefly characterize for us, if you would, his/her greatest problems in the classroom and the ways you and the student have overcome them.

10. Think of one special needs student with whom you work who has not made great gains. Briefly characterize for us, if you would, his/her greatest problems in the classroom and the ways you and the student have tried to overcome them.

11. Are there other things that you would like to tell us or things we forgot to ask about?

Appendix B

Effective Strategies from Kentucky Teachers

Appendix B

EFFECTIVE STRATEGIES FROM KENTUCKY TEACHERS

Monitoring Behavior

Contributed by Sandra Bowyer and Peggy Wood, Minors Lane Elementary School
Jefferson County Schools, KY

The following chart is useful to teachers and parents in tracking the behavior of special needs students on a daily basis. A smiling or sad face (a one- or two-word comment to explain a sad face) is noted on each activity each day.

DAILY BEHAVIOR LOG

date	date	date	date	date
D.O.L.*	D.O.L.	D.O.L.	D.O.L.	D.O.L.
Calendar	Calendar	Calendar	Calendar	Calendar
L.O.A.**	L.O.A.	L.O.A.	L.O.A.	L.O.A.
Exploration	Exploration	Exploration	Exploration	Exploration
Spanish	Spanish	Spanish	Spanish	Spanish
Lunch	Lunch	Lunch	Lunch	Lunch
Language	Language	Math	Reading Rainbow	Language
Strategies	PE	Library	Language	PE
Math	Math	Language	Music	Math

* D.O.L. - Daily Oral Language
** L.O.A. - Lunch Office Assistance

Meeting Individualized Education Plan (IEP) Objectives in the Regular Education Classroom

Contributed by Jean Clayton, R. C. Hinsdale Elementary School
Kenton County Schools, KY

The IEP team and I work with the parents to develop an IEP based on pressing individual needs and typical needs of age peers of the student. Once the IEP is established, the specialist, the classroom teacher, and I look at the classroom and typical activities to see where, when, and how often we can work on the objectives and other needs. An activity matrix is helpful. When all the areas in which objectives can be addressed are identified, we identify times it will be necessary to pull the child aside or out of the room for additional instruction. Any support needed is provided, but we always try to find at least part of the activity that the student can complete independently. Most objectives can be achieved within the context of the classroom or school activities. Examples for different students include the following:

- The fine motor skill of grasp and release can be worked on while coloring, working with math manipulatives, and playing classroom games.

- Number recognition can be reinforced on any math sheet that contains numbers or on which the numbers can be written on back. It is also feasible to pull out textured number cards while the rest of the class is working on a math worksheet.

- Choice-making opportunities occur all day long—preferred color, center, book to read, place to sit, what to drink, etc.

By putting worksheet answers on sticky file labels, a student with autism who does not readily speak or write can complete the work independently and can begin to answer in a more traditional manner. A schedule that lists the activities, then provides a place to rate behavior and work, has helped students to monitor and improve behavior and work performance. We wrap each color crayon with a different texture to help a student with visual impairment to differentiate between colors and to provide her with additional sensory input.

Providing Socialization Opportunities

Contributed by Vonda Hurt Downing, Saffell Street Elementary School
Anderson County Schools, KY

My number one strategy for inclusion in regular classrooms is placing special needs students on regular classroom rolls. I do not have a homeroom. A very small number of special needs students come to me first thing in the morning, but most attend a regular homeroom for approximately 20 to 30 minutes.

This one strategy sets the stage for inclusion in physical education, library, and music as special needs students accompany their homeroom classes to these subjects. Also, any inclusion in the regular classroom, for example during large group or worktime/Plan-Do-Review (High Scope Curriculum), is done with that same class. While scheduling can become complicated, this practice provides a useful framework. Time spent with one class naturally helps disabled and nondisabled students develop friendships.

Using an Activity Matrix

Contributed by Marianne Fox, Cardinal Valley Elementary School
Fayette County Schools, KY

The IEP Activity Matrix is a very useful, self-explanatory tool when integrating students into the regular program. Using a matrix helped me realize that my students were getting the instruction they needed even when I couldn't be in the regular classroom. It is also a wonderful tool to help parents understand how integration is working when it is used at parent conferences.

Integrate yourself. Be on committees with regular education teachers, help with clubs for regular education students, eat with regular education teachers, and dress like regular education teachers.

Let integration and friendships happen naturally among students. Ask students to volunteer to be buddies instead of assigning different buddies every two weeks. Making one or two great friends is better than making 28 acquaintances.

IEP Goal – Activity Matrix

Contributed by Marianne Fox, Cardinal Valley Elementary School
Fayette County Schools, KY

GENERAL EDUCATION ACTIVITIES

X = Formal Instruction, P = Practice

IEP Goals															

Reprinted with permission from Cloninger, C., & Iverson, G. (1992). *COACH (Choosing Options and Accommodations for Children) Manual.* Burlington, VT: University of Vermont, Center for Developmental Disabilities.

GENERAL EDUCATION ACTIVITIES

X = Formal Instruction, P = Practice

	8:40	9:15	9:45	10:15	10:45	11:15	11:45	12:25	1:00	1:25	2:05	2:40	3:05		
IEP Goals	Specials Art, Music, PE, Library	Specials	Calendar	Literature Group	Language Group	Centers	Lunch	Math	Gross Motor	Computer	Matching or Floor Play	Recess	Dismiss	TO	CBI
	PP	PP	PP	PP		PP	PP	PP				PP	PP		Thurs. 11:30 1:30
Do Basic Cooking			X								X				
Button & Unbutton	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Independent Toilet	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Taking Turns	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Ask for Help	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Maintain V. & Ph. Control			X		X						X				
Classify Similar Objects			XX		X	X	X	X	X		X				
Demonstrate "One"			XX			X	X				X				
One to One Correspon-dence															

PP = Primary Program

Reprinted with permission from Cloninger, C., & Iverson, G. (1992). *COACH (Choosing Options and Accommodations for Children) Manual.* Burlington, VT: University of Vermont, Center for Developmental Disabilities.

Students Helping Students

Contributed by Thomas Garner, Southern Middle School
Pulaski County Schools, KY

A recurring problem when trying to work with special needs students in a regular class is presenting instruction while maintaining the human resources to individualize. Put simply, there are too many students and not enough teachers. Student assistants can help solve this dilemma.

During our time in the computer lab while assembling eighth grade portfolios into one master file, it became apparent that the process involved too many steps and was too complicated for most students. More teachers experienced in Microsoft word processing were needed. The only place that a group like this could be obtained was from the student body. I chose ten of the best students on the word processor, taught them how to merge files and paginate in approximately one hour, then paired them with ten special needs students. The teams worked so well that five of my special needs students went on to be effective peer tutors with other students. By the end of the week, 134 students had completed portfolios, 100% for Southern Middle School. I have continued to pair special needs students with their regular peers, applying the following rules for peer tutoring:

- Choose regular education students who are willing to tutor and who have the social skills to be teachers.
- Use peer tutoring for all students, not just for special education students.
- Involve special education students as peer tutors whenever possible.
- Not all regular teachers accept this practice; don't force it.
- Separate paired students before they make it an "off-task, getting-into-trouble time."
- Always have a specific, well-planned activity.

Working on Inclusion Inside and Outside the Classroom

Contributed by Margo Keller, Southern Elementary School
Pulaski County Schools, KY

I serve mildly mentally handicapped, Learning Disabled (LD), and Other Health Impaired (OHI) students in a primary setting. Most often my students can do the academic work that the regular students are assigned. Here are suggestions I've used effectively:

- Modify the assignment by reducing the length, selecting fewer spelling words, or reading the material to the students.

- Ask regular education teachers if they will take special needs students, not forcing any teacher to collaborate. Mine all volunteered.

- Share all the duties and responsibilities of a regular primary teacher—bus duty, recess duty, lunch duty, etc. This helps teachers feel like I am part of their family. These times together also give us extra time to plan and stay on top of any problems the special needs students might be having.

- Limit inclusion to four or five classrooms. I schedule myself with these teachers when they need me the most and do pull-outs when the student needs the most help or whenever the curriculum is too hard for them.

- When collaborating in the regular education class, work with any student who needs help and do whatever the teacher needs. I've done reading groups, math groups, cursive handwriting, spelling tests, helped with daily oral language, and board work.

Basically I want that teacher to benefit from my being in the classroom and not to feel that I'm in the way.

Collaborative Planning

Contributed by LuAn Land, Woodlawn Elementary School
Boyle County Schools, KY

1. Purchase carbonless duplicate planning books for teachers with whom you collaborate. This gives the special education teacher copies of collaborating teachers' plans for the week and allows the special education teacher to begin formulating ideas for adaptations.

2. Try using Mayer-Johnson Picture Communication Symbols/Stickers books as on-the-spot adaptations for nonverbal students and nonreaders.

Sharing Information and Instruction

Contributed by Connie McVicker-Smith, Warner Elementary School
Jessamine County Schools, KY

1. I give all the regular education teachers with whom I work a copy of their students' IEPs, in addition to the objectives for each listed on a matrix form. Each teacher can see at a glance what the specific needs of any student are. The matrix can also serve as a form for data collection on specific behavioral and routine objectives. Teachers tally when the behavior is observed during a certain time period, class, or activity.

2. When I am in the regular education classroom, I try to use whatever routines or activities that are occurring or being taught to address the specific objectives of the student with special needs. I try to blend in with the classroom. I also try to include other children in small group instruction to help address specific objectives and collect data. They take turns answering questions and/or playing "teacher" with each other.

Modifications Before, During, and After Testing

Contributed by Lisa Sharp, Clark Middle School
Clark County Schools, KY

1. Study guides are prepared before testing. Students use highlighters to emphasize important material. I stress the important ideas in an oral discussion. Testing is read orally for the students who need this type of help. I have input into the design of the test questions. I grade special education student work.

2. On Mondays, I give the students a memo with important assignments for the week. This helps with organizational skills and time management. This also helps me!

Language Arts Modifications

Contributed by Cathy Warmack, Hendron Lone Oak Elementary
McCracken County Schools, KY

The introduction of the four-week unit "Robin Hood" is done by the regular classroom teacher to the entire class. I then pull Severely Learning Disabled (SLD) students to a corner of the room to read a high-interest/low-level version of "Robin Hood." We repeat this practice whenever the regular education students read. Special needs students do the same activity sheets (with modifications) as the regular education students. Tests and quizzes are also modified for individual students. When parts for the play's production are assigned, SLD students may try out for parts.

Lesson Planning for Individual Abilities

Contributed by Renee Yates and Paula Vanover, Junction City Elementary School
Boyle County Schools, KY

LESSON PLAN

THEME: The Wild, Wild West DATE: 11/8-11/11

SUBJECT: Language Arts SKILL: Vocabulary, Verbs, Consonant Blends
Research, Writing, Comprehension

AT RISK ADAPTATIONS	REGULAR INSTRUCTION	ENRICHMENT ADAPTATIONS
VOCABULARY mustang mare stallion Go over horse each day wagon train Gretchen	ACTIVITY - MATERIAL NEEDED "The White Stallion" story in CARAVANS 12 books 12 copies of story	VOCABULARY roamed galloped motioned quarreled nibbled cried wandered strayed lifted pranced whinnied screamed
Monday - Read and discuss story, answer comprehension questions.		Monday - Read and discuss story. Skill: past tense action words verbs
Tuesday - Highlight blend words in story. st-red tr-green gr-orange	Markers	Tuesday - Answer comprehension questions using complete sentence. Skill: Using verbs in the present
Wednesday - Make cards with antonyms and synonyms. Play matching game.		Wednesday - Review comprehension questions from story Skill: helping verbs
Thursday - Draw horse with white chalk on dark blue paper, use white yarn for mane and tail. Make covered wagons.	Chalk Blue construction paper White yarn Writing paper	Thursday - Write a descriptive paragraph of the white stallion. Skill: Irregular verbs
Friday - No school!		Friday - No school!

Contributed by Renee Yates and Paula Vanover, Junction City Elementary School
Boyle County Schools, KY

SUBJECT: _____ DATE: _____

TEACHER: _____

SKILL: _____

ADAPTATION	LESSON PLAN	ENRICHMENT

Sandra Bowyer and Peggy Wood, Minors Lane Elementary School, Jefferson County Schools, KY, also suggested using the following commercially published materials:

Engelmann, S., & Bruner, E. *Presentation book A: Reading mastery.* Distar® Reading: A direct instruction series. Chicago, IL: Science Research Associates, Inc. A subsidiary of IBM.

Engelmann, S., Carnine, L., & Johnson, G. *Teacher presentation book. Corrective reading: Word-attack basics, decoding A.* Chicago, IL: Science Research Associates, Inc.

Engelmann, S., Johnson, G., Carnine, L., Meyer, L., Becker, W., & Eisele, J. *Teacher presentation book. Corrective reading: Decoding strategies, decoding B1.* Chicago, IL: Science Research Associates, Inc.

Marinovich, C. *Dolch sight word activities. Blackline masters, set 1.* Allen, TX: DLM Teaching Resources.

The Education Center, Inc. (1991, August/September). *The Mailbox Primary*, p. 52. Staying on track: A behavior report.

Appendix C

Effective Strategies from Tennessee Teachers

Appendix C

EFFECTIVE STRATEGIES FROM TENNESSEE TEACHERS

Characteristics of Learning Disabled Students and Ways to Assist Them

Contributed by Dorothy Alcala, Antioch High School
Davidson County Metro Nashville Schools, TN

I. Students with learning disabilities may tend to be late to class.

From day one have a tardy policy you can easily enforce that does not use up class time. Be honest with yourself and then be consistent. If you can't stick by your plan it will only serve to frustrate everyone involved. Here are some possible ways to deal with tardies:

A. When you take roll put T-1, T-2, etc. so you can easily see how many tardies they have. Circle the notation if they do the prescribed remedy (described below).

B. If you do well with systems, try one like this:

T-1 Assign a page like the "Action Plan" (No warning = free tardy)
T-2 Assign a useful write-off like copying summaries or rules.
T-3 Get word to parents by phone or a note informing parents of this third tardy. Require a parent or guardian signature on the returned note. Do a stronger intervention, such as keeping them after school, having them report early, or completing longer write-offs or cleaning detail.
T-4 Refer the student to the office.

C. If you are not a systems person, try keeping track of tardies, then talking to the student when you consider the number to be excessive. If he/she fails to correct the problem, try an intervention described in B above.

D. Encourage students to arrive on time by opening class on time with a five-question easy assignment that will help their grade if regularly completed correctly. Collect papers right away and don't allow makeups.

E. Start class with a joke, a riddle, a short reading, etc. that students would hate to miss.

II. Students with learning disabilities may forget paper, pencil, books, etc.

A. After the first day of class require a subject folder containing paper, pencil, and a packet for assignments. Keep the folder in the class. They can use another folder to take back and forth to home.

B. Have a designated shelf, cabinet, pile, box, crate, etc. for each class of students to use as storage for their folders and books. Don't allow other classmates or other classes access or they will "borrow" and ruin the system.

C. Keep extra books, paper, and pencils on hand. Have a sign-out place on the board or wall. "No supplies = no work" is a policy that unmotivated students love.

D. Occasionally give bonuses to all students who have needed supplies.

E. If you know a student will need a book at home and you suspect the book will never be seen again, make copies of the needed pages. Make a file of copies, if you wish.

III. Students with learning disabilities may be off-task and fail to submit work on time.

A. Be organized and prepared; it helps them to be.

B Seat students in pairs or groups of three with at least one strong student in each group who can help the others. LD students cue off of other students and will try to follow if they have a leader.

C. Make dates due, sequence of assignments, and directions crystal clear. Say it, write it, have them write it, post it, and ask students to repeat to you.

D. Do lots of class discussion. Be sure to call on nonvolunteers, allow time to answer, give hints, etc. to get everyone to participate. Give participation points.

E. Have a specific place for turning in work and for returning graded work.

F. Be liberal in regard to "on-time" work. Done anytime is better than not done. Have three days at the end of the six weeks to collect missing work from all students.

G. Send mid-term reports or inform students of grades if you see a problem arising.

H. Students may not ask for help because they don't want to be considered dumb. When students are working, walk around the room and monitor who is following directions. Either quietly talk to the off-task individual or group or talk to the whole class. Don't point them out.

I. You may need to make modifications on a case-by-case basis. Do this privately with the student. You may need to assign less writing, allow an oral test, give an alternate assignment, let them not write the questions, have someone read the section to them, etc.

IV. Students have legitimate needs. It's sometimes hard to know where to draw the line.

A. Don't accept bad behavior just because a student may have a learning problem. Treat them as you would other students.

B. Start out by holding all students to the same high standards. Some will rise to the challenge. Others won't be able to keep up, so be on the alert for signs of frustration.

C. Realize that the student can stay in your room all year and earn a resource credit if they can't come up to academic standards.

D. Acknowledge that there is a range of possible student participation, and maintain a continuum of services:

1. Jane is a regular student even though she is identified for special education services. Special education only serves as a safety net, if needed. She receives regular credit.

2. John does all regular assignments, but may need a few bonus points to compensate for his not testing well, more time to do an assignment, or modification of occasional assignments. He earns regular course credit.

3. Linda tries, but faces a constant uphill struggle. Accept her work, modify assignments and tests, and modify the grading scale. She receives resource credit.

4. Larry is there for exposure and needs to attempt what he can. As long as he listens, attempts class work, and does not misbehave, keep him and award resource credit.

5. No matter what you try, Billy sleeps, disrupts, or does nothing. Discuss moving him to a resource room in hopes that this will lead to success. No credit in either department is granted.

V. Students with learning disabilities may have a constant need for intervention or monitoring. Remember these rules: don't sweat the small stuff and it's all small stuff!

Students with LD benefit from the content and structure provided by a regular classroom placement. Research and personal experience have shown that inclusion can lead to greater self-esteem and educational achievement. Even if the student appears to be making little progress, their experience in your class can be meaningful to them. Keep up the good work.

Also remember that you are the "general" of your classroom. Like any good leader, you must decide where to commit your time and resources. Some "battles," such as who will control the classroom, must be won by the teacher. Daily battles over bringing a pencil to class or some other minor issue will serve only to use up your valuable time and energy. Choose to put your efforts into practices and policies that will be most beneficial to your students. The small stuff will get in the way of the big stuff if you let it.

Contributed by Dorothy Acala, Antioch High School
Davidson County Metro Nashville Schools, TN

MY IMPROVEMENT PLAN

1. What's the problem?

2. List all factors contributing to the problem.

3. What plan will you use to solve the problem?

_____ _____

student teacher

This page is due _____

Contributed by Dorothy Acala, Antioch High School
Davidson County Metro Nashville Schools, TN

IV. PROGRAM COMPONENTS

Individual Education Program
Student _____
Page 3.a. _____

Person Responsible for Implementation _____

PLEASE KEEP THIS PAGE IN A DISCREET PLACE AND REFER TO IT OFTEN

☐ Language Arts	☐ Social Studies	☐ Physical Education	☐ Language/Communication	☐ Cognition	☐ Pre-Vocational
☐ Reading	☐ Science	☐ Gross Motor	☐ Auditory Perception	☐ Social Adaptation	☐ Vocational
☐ Math	☐ Health	☐ Fine Motor	☐ Visual Perception	☐ Self-Help	☐ Other _____

Present Level of Functioning:**

Annual Goal:

Objectives:

A statement of short-term instructional objectives which will be measurable intermediate steps between the present level of educational performance and the annual goal. Criteria for mastery must be included. Objectives must be written for a period not to exceed 12 weeks.	Target Date for Mastery	Dates of Eval.	Method of Evaluation	Perform-ance Level	Course of Action	Explanation

Special Instructional Media/Materials, if necessary:

Curricular and Instructional Approaches:

OBJECTIVE OUTCOME KEY

Methods of Evaluation
1. Standardized Tests
2. Teacher-Made Tests
3. Teacher Observation
4. Other

Performance Level
5. No Observable Progress Made
6. Some Progress Made
7. Objective Met as Stated
8. More than Expected Progress Made

Course of Action
9. Repeat Objective
10. Restate Objective
11. Drop Objective

12. Lack of Prerequisite Skills
13. More Time Needed
14. Inadequate Initial Assessment
15. Inappropriate Activities
16. Chronic Health Problem
17. Excessive Absences

** Levels of functioning should include Norm Referenced and/or Criterion Referenced data, when appropriate, as well as descriptive information on the student's deficit areas.

Metro Nashville Schools
#11209

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Contributed by Dorothy Acala, Antioch High School
Davidson County Metro Nashville Schools, TN

FOR INCLUSION PLACEMENTS Use in conjunction with the form on the preceding page.

PLEASE KEEP THIS PAGE IN A DISCREET PLACE AND REFER TO IT OFTEN.

Test _____ Date_____ Scores_____

Deficits / Physical limitations_____

Strengths / Learning styles_____

Work habits / Other_____

The student will be included, and earn grade of 70 or above in :

Class	A._____	B._____	C._____	D._____
Credit type	_____	_____	_____	_____
Placement reason	_____	_____	_____	_____

The student will be supported by a resource teacher or assistant in the room two or more class periods a week.

With special education teacher and assistant support the student will complete:

_____% of assignments with _____% accuracy by... Oct. Report 3,4

_____% of assignments with _____% accuracy by... Feb. cards

_____% of assignments with _____% accuracy by... May

The student will be allowed these modifications as needed, but with discretion:

____ Additional time for assignment ____ Abbreviated assignments 3,4

____ Put answers only ____ Eliminate some answer choices

____ Oral answers/ transcribed answers ____Peer tutor

____ Use notes/ textbook on test ____Supplemental materials

____ Allow use of calcualtor/ dictionary/ speller

____ Average tests as less of/ none of total score

____ Note spelling/ grammar errors, but don't reduce grade

____ Modify grade _____ _(how)

___ _____ ___ _____

The student will maintain an acceptable attendance record R. card 3,4

Resource teacher or assistant in the room two or more days a week.

Regular consultation/ collaboration with subject area teacher.

Present regular curriculum, modify as needed.

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Individual Education Program
Student _____
Page 3.a. ____

IV. PROGRAM COMPONENTS FOR INCLUSION PLACEMENTS

Person Responsible for Implementation _____

PLEASE KEEP THIS PAGE IN A DISCREET PLACE AND REFER TO IT OFTEN.

☑ Language Arts	☑ Social Studies	☑ Physical Education	☐ Language/Communication	☐ Cognition	☐ Pre-Vocational
☐ Reading	☐ Science	☐ Gross Motor	☐ Auditory Perception	☐ Social Adaptation	☐ Vocational
☑ Math	☐ Health	☐ Fine Motor	☐ Visual Perception	☐ Self-Help	☐ Other _____

Present Level of Functioning:** Test Woodcock Date 4-2-93 Scores Performance IQ higher tha
Deficits / Physical limitations Has trouble with directions, works needs alone/verba
Strengths / Learning styles Good athelete, learns by doing
Work habits / Other Needs clear step by steps directions repeated

Annual Goal: The student will be included, and earn grade of 70 or above in :

	A.	B.	C.	D.
Class	Lang Arts 7th	Math I	World History	P.E.
Credit type	Resource	Regular	Resource	Regular
Placement reason	Academic	Academic	Exposure only	Earn credit

The student will be supported by a resource teacher or assistant in the room two or more class periods a week.

Objectives:

A statement of short-term instructional objectives which will be measurable intermediate steps between the present level of educational performance and the annual goal. Criteria for mastery must be included. Objectives must be written for a period not to exceed 12 weeks.	Target Date for Mastery	Dates of Eval	Method of Evaluation	Performance Level	Course of Action	Explanation
With special education teacher and assistant support the student will complete:						
70 % of assignments with 70 % accuracy by ..	Oct.	Report cards	3,4			
75 % of assignments with 75 % accuracy by ..	Feb.					
80 % of assignments with 80 % accuracy by ..	May					
The student will be allowed these modifications as needed, but with discretion:						
ABCD Additional time for assignment			ABCD Abbreviated assignments		3,4	
A+C Put answers only			C Eliminate some answer choices			
___ Oral answers/ transcribed answers			C Peer tutor			
C Use notes/ textbook on test			C Supplemental materials			
AB Allow use of calcualtor/ dictionary/ speller						
ABCD Average tests as less of/ none of total score						
AC Note spelling/ grammar errors, but don't reduce grade						
C Modify grade ~~modify assignments, how~~						
___ _____ ___ _____						
The student will maintain an acceptable attendance record		R. card	3,4			

Special Instructional Media/Materials, if necessary: Resource teacher or assistant in the room two or more days a week.

Curricular and Instructional Approaches: ~~Regular consultation/ collaboration with subject area teacher.~~ Present regular curriculum, modify as needed.

OBJECTIVE OUTCOME KEY

Methods of Evaluation
1. Standardized Tests
2. Teacher-Made Tests
3. Teacher Observation
4. Other

Performance Level
5. No Observable Progress Made
6. Some Progress Made
7. Objective Met as Stated
8. More than Expected Progress Made

Course of Action
9. Repeat Objective
10. Restate Objective
11. Drop Objective

Explanation
12. Lack of Prerequisite Skills
13. More Time Needed
14. Inadequate Initial Assessment
15. Inappropriate Activities
16. Chronic Health Problem
17. Excessive Absences

** Levels of functioning should include Norm Referenced and/or Criterion Referenced data, when appropriate, as well as descriptive information on the student's deficit areas.

After the M-team meeting this page is copied and sent to teachers of the stu

Communicating Acceptance

Contributed by Chuck Allen, Gardenview Elementary School
Memphis City Schools, TN

I try to communicate regularly with the resource teacher so that our efforts are coordinated and we both have current feedback on the students' progress. This also helps prevent the students from playing us against each other.

I arrange my daily schedule to ensure that special needs students don't often miss instruction for which they will be held accountable. When scheduling gaps do occur, I have permanently assigned students who consider it their privilege to take notes for the absent students and to "brief" them on what they have missed.

I establish an understanding with special needs students that assignments made when they are present (or homework assignments) in subjects they usually work on in the resource room are to be automatically adapted by them in a way that requires them to do the same work other students are doing, but with different materials or at a level that is consistent with their resource program. For example, if regular students are using Unit 27 spelling words in sentences, resource students are expected to use their own spelling words in sentences.

I bring in videos and other materials that promote diversity and stress to students the importance of respecting each other's differences. When we work in groups, which is often, I make sure special needs students are regular group members, in no way different from the others (except that they sometimes may go to resource class).

When introducing new material or reinforcing previously taught material by calling on a few individuals to monitor understanding, I try to include special needs students most of the time to determine if they are ready for independent work or if I need to give them more individual attention when independent work begins.

Depending upon the individual student's needs, I sometimes have a quiet agreement with them about adaptations in their assignments to make the assignments more manageable. For example, certain students know that an assignment with 20 examples is automatically cut in half for them. These agreements are by special arrangement only, are generally private matters though not secret, and are always subject to change, especially if abused by the student.

Our Code of Conduct

Contributed by Charles Allen, Gardenview Elementary School
Memphis City Schools, TN

1. We will begin each day by affirming our individual and collective greatness.
2. We will begin each day by giving each other a hug (or handshake).
3. We will always do our best to help each other achieve our goals and dreams.
4. We will always strive for the highest character, integrity, and honesty.
5. We will always maintain a passion for excellence in what we do. Anything worth doing is worth doing well!
6. We will always maintain the manners and posture worthy of a royal heritage, carrying ourselves with pride and dignity.
7. We will always demonstrate respect for ourselves and for the rights and property of others.
8. We will never say negative or discouraging things to each other.
9. We will never hit, bite, kick, or scream at each other.
10. We will apply each of the first nine codes of conduct as though someone was always watching.

"Our Code of Conduct" is reprinted with permission from the book *Empowering African-American Males to Succeed: A 10 Step Approach for Parents and Teachers*. Copyright 1992 by Mychal Wynn/Rising Sun Publishing, PO Box 70906, Marietta, GA 30007. ISBN 1-880463-01-6 (800) 524-2813.

Strategies for Working with Special Needs Children

Contributed by Judith Baer, Buena Vista/Jones Paideia School
Davidson County Metro Nashville Schools, TN

I first work with the regular education class to help them understand that all of us have special talents and skills, and we are all different. We have discussions and seminars on the topic so that everyone is accepted for him/herself. Then I pair a special needs student with a regular education student who can help him/her. I also pair up other regular education students, so that the special needs students don't seem different. I explain that we all need help in some things and that we need to share our own talents and skills with everyone. Then I put the groups of two into groups of four or five with the understanding that everyone helps and shares, but they still have their special buddies.

I use the Positive Attitudes in Tennessee Schools (PATS) or True Colors program to help me decide who to pair with whom. The program, a personality grouping that the children complete individually, helps me choose the most helpful children to be the buddies. There are four colors and each stands for a different type of personality. We are all a rainbow of colors; every one of us has all the colors. However, we exhibit characteristics of one color more than of others.

The four colors are gold, green, orange, and blue. Gold is a leader, who likes everything in its place, and does things step by step. Green is the absent-minded professor who sees the whole finished idea, but can't tell you how he/she got it. Orange is the party-lover who thinks mainly of fun and pleasure, but doesn't think of consequences. Blue loves harmony, sunshine, plants, animals, people, and to help others.

Generally, I pair a blue with a special needs child. Personality conflicts rarely surface, as blue is harmonious and doesn't like conflict of any kind. Also, I know that the pair will work well together; a blue will help if help is needed, and encourage his/her partner. Blue will also enjoy learning from the special needs child, thereby boosting the self-esteem of the special needs child. The combinations of colors are interesting and, as the children choose their own colors, they are more willing to work with each other.

Before the children choose their colors, they learn about what the colors mean, the traits each color possesses, and how to work with each color. Knowing what to expect helps each child accept others' differences in personality which leads to acceptance of disabilities. That acceptance helps them work out their problems, and to work more smoothly with each other. It gives them the ability to succeed in all they do and leads to the partner's desire to share with and value each other. The special needs child is encouraged to share and teach the others when he/she is able to do so.

An example of how this worked in my class: David was a special needs child who was very low-performing and had a variety of special problems. He was paired with Jordan, a blue color who was very smart and admired. David felt crushed most of the time, an outcast, and rarely tried to accomplish difficult tasks. I gave the class a hands-on math problem and David was the only one who solved it. Jordan and the others in the group suddenly were begging David to teach them how to do it. He taught the whole class how to do it. He was accepted as one of the group from then on, and held his head up. He began trying harder problems and found that with some help he could do the work. He felt better about himself and about being in our society, the class.

Techniques to Foster Reading To, With, and By Children

Contributed by Janet Baldwin, Gardenview Elementary
Memphis City Schools, TN

To: Teachers should see reading to children as a continuing opportunity to extend children's horizons about books and to stimulate a desire to be a reader.

With: Teachers should give children satisfying experiences with various genres. This leads to children becoming confident and taking responsibility for their readings.

By: The teacher should give the reader time to employ known strategies and show the child how to regain meaning by looking for and using available cues.

I have found that I make more progress with my students using these three approaches. You can read more in the book *Reading To, With, and By Children* by Margaret E. Mooney. This book is published by Richard C. Owens Publishers, Inc., Katonah, NY. 1990. (800/336-5588)

Enhancing Reading and Writing Self Sufficiency

Contributed by Janet Baldwin, Gardenview Elementary School
Memphis City Schools, TN

I use Brian Cambourne's Model of Learning in my literacy-based classroom. The most important skill my students need is self-sufficiency in reading and writing. We approach this with hands-on experiences in these areas. As readers and writers, students are immersed in different genres. We have books, newspapers, posters, student stories, computer centers, and listening centers in the classroom that students use throughout their day. I frequently demonstrate different forms of writing as well as different genres in reading. It is my expectation that all students will engage in the learning process. We create a classroom atmosphere that is safe, so students feel comfortable risking new types of learning. Students are taught to accept responsibility for their behavior. Depending on their behavior they may have a great number of learning experiences to choose from or they may be assisted by the teacher in making decisions regarding what to explore. They have time to use new skills and have many chances at approximating mastery. Students are given feedback in positive ways about their accomplishments in learning. A schematic representation of Brian Cambourne's Model of Learning follows.

A Schematic Representation of Brian Cambourne's Model of Learning as it applies to Literacy Learning

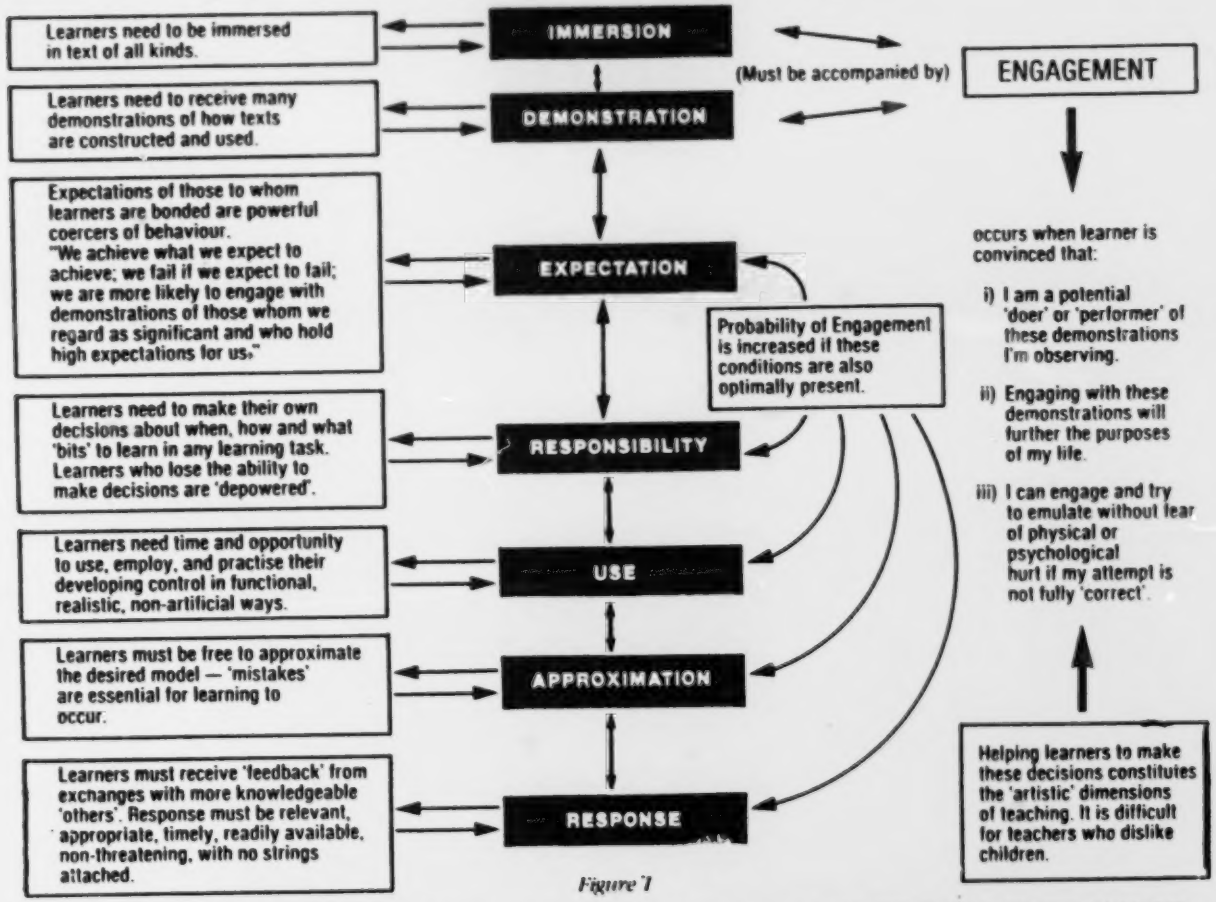
Learners need to be immersed in text of all kinds.
IMMERSION
(Must be accompanied by)
ENGAGEMENT
Learners need to receive many demonstrations of how texts are constructed and used.
DEMONSTRATION
Expectations of those to whom learners are bonded are powerful coercers of behaviour. "We achieve what we expect to achieve; we fail if we expect to fail; we are more likely to engage with demonstrations of those whom we regard as significant and who hold high expectations for us."
EXPECTATION
occurs when learner is convinced that:
i) I am a potential 'doer' or 'performer' of these demonstrations I'm observing.
ii) Engaging with these demonstrations will further the purposes of my life.
iii) I can engage and try to emulate without fear of physical or psychological hurt if my attempt is not fully 'correct'.
Probability of Engagement is increased if these conditions are also optimally present.
Learners need to make their own decisions about when, how and what 'bits' to learn in any learning task. Learners who lose the ability to make decisions are 'depowered'.
RESPONSIBILITY
Learners need time and opportunity to use, employ, and practise their developing control in functional, realistic, non-artificial ways.
USE
Learners must be free to approximate the desired model — 'mistakes' are essential for learning to occur.
APPROXIMATION
Learners must receive 'feedback' from exchanges with more knowledgeable 'others'. Response must be relevant, appropriate, timely, readily available, non-threatening, with no strings attached.
RESPONSE
Helping learners to make these decisions constitutes the 'artistic' dimensions of teaching. It is difficult for teachers who dislike children.

Figure 1

From* THE WHOLE STORY: NATURAL LEARNING AND THE ACQUISITION OF LITERACY *by Brian Cambourne. Copyright © 1988 by Brian Cambourne. Published by Scholastic Professional Books. Reprinted by permission of Scholastic, Inc.

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Instructional Modifications

Contributed by Sandra Black and Bonnie Chandler, Montgomery Central Middle School
Montgomery County Schools, TN

1. Both teachers work with all students. The special education teacher is seen as a co-teacher.
2. Cooperative learning and/or peer tutoring is used.
3. Assignments are abbreviated.
4. Tests are read orally.
5. Students are graded on individual ability.
6. All students are afforded the opportunity to participate in sharing and group discussion.
7. Help is given in resource classes on homework, outside projects, etc.

Modifications in Secondary Schools

Contributed by Lynne Buckley, Munford High School
Tipton County Schools, TN

School: 1500 students
80 faculty
1 principal
4 assistant principals

Special Education Program:
100 Consultation Students
150 Resource Students
80 Self-Contained Students
30 CDC, 14 to 15 years old
40 VAP, 16 to 22 years old
10 Life Skills, 13 to 22 years old

Inclusion Program

At Munford High (MHS), we feel that most special needs students have the ability to attend regular classes throughout the day. However, a full inclusion program may not benefit all students. Therefore, we continue to provide classes that focus on life skills crossing the domains of vocational, domestic, recreation and leisure, and community.

At MHS, special education students attend regular homeroom with their age peers. These students also attend one to seven classes daily in vocational, academic, and physical education. Even students who have disruptive behaviors participate in classes with the supervision of an assistant during that period. All daily routines found at the high school level are applied to special needs students. Cafeteria, field trips, assemblies, yearbook pictures, homecoming activities, athletics, and buses and bell schedules are but a few examples of routines that include special needs students with the rest of the school population.

We have included regular education students as well in our classrooms throughout the day. Regular education students become peer tutors. They assist in math lessons; writing of journals; one-on-one hands-on, life skills instruction; and serve as "buddies."

At the beginning of the school year, a short presentation is made at a faculty meeting about the importance of inclusion for special needs students. Teachers are approached individually about the needs of a particular student. We are fortunate to have teachers willing to work with special needs students and to include them in the mainstream of Munford High School. Personal contact is made regularly with the classroom teacher, and if problems occur, a conference is held. Seldom are the problems so great that a student must be dropped from a class. With the cooperation of willing teachers, a compromise schedule or program can be worked out with the student continuing to be part of that classroom.

Our strategies are not difficult. At the beginning of the year, teachers are made aware that the special education program is as much a part of the school as any program. We are accepted as part of the school and participate in all activities at all times. Yes, we do quite a bit of public relations—we are advocates for our students. Appreciation lunches, little gifts at Christmas, and samples of our cooking skills (all prepared by our students, of course) help us along the way. A letter of appreciation is also sent to each teacher at the end of the school year with a copy forwarded to the principal and district superintendent. Since we could not succeed without administrative support, the principal is also acknowledged for his/her support of special needs students.

We realize that young people with disabilities are first and foremost *young people* and have many of the same problems at home and at school. As young adults, they need to be able to make choices in their lives. Our goal is to give this opportunity through a comprehensive supported program at Munford High School. With such cooperation and willingness to help, we hope to provide the skills necessary for special needs students to participate with dignity in our communities upon graduation.

Daily Oral Language

Contributed by Beverly Bullock, Burt Elementary School
Montgomery County Schools, TN

A vital part of our inclusion program seems to have happened by chance. At the beginning of our first "inclusion" year, one of my colleagues suggested we try something she had seen at another school. She called it Daily Oral Language (D.O.L.).

Daily Oral Language, a program published by McDougal Littell/Houghton Mifflin, became an integral part of our day. We were so excited with the results we got using D.O.L. that we decided to add other D.O.s this year. There is a "D.O." for just about any area possible. In our classes, we are using the following: D.O.L.—Daily Oral Language, D.O.M.—Daily Oral Math, D.O.A.—Daily Oral Analogies, and D.O.G.—Daily Oral Geography.

The D.O.s are set up as minilessons to be used daily for the entire school year. They are very short and each can be done in approximately 10 minutes or less. Most D.O.s are available in grade levels from first through eighth. Transparencies can be purchased for each book. You can use the program with the transparencies, make your own, or write the material on the board.

Each day when I walk into one of "my" classes, the children know we will be doing D.O.L. This is a great activity for me to do with the whole class. They all benefit from the lesson, and it helps them accept me as a teacher for all students from the beginning of the year. Each student gets a copy of D.O.L. with D.O.A. on the back every Monday. They keep it in their "D.O." folder all week and turn it in on Friday. Following D.O.L., we go immediately into reading.

All students get the third grade and the fourth grade D.O.L.s. The lower grade example is easier for students reading below level to read, and it reinforces the skills of all students. Everything else we do on grade level.

Can you guess when we do D.O.M.? D.O.G.? You've got the idea! We decided to do D.O.A. when we do D.O.M., but you could have it whenever it works for you. I write D.O.M. on transparencies each week. They are put on the overhead when students are taking their five-minute timed multiplication tests at the beginning of each math lesson. Following the test, we go into D.O.M., D.O.A., and from there into the lesson for the day.

Each morning the classroom teacher puts D.O.G. on the board so that students can work on it throughout the day and discuss it at the beginning of Social Studies. Every teacher using D.O.G. has expressed pleasure because students are using maps more than they ever have before.

There are several benefits to using D.O.s. For the student who has trouble staying on task, the brevity of the lesson is a plus. They are a great way to introduce the lesson each day because they help students prepare for the coming lesson. D.O.s review previously taught skills throughout the year. They teach a wide variety of skills, from editing to problem solving and creative thinking, with interesting lessons that students enjoy doing.

The activities are short and easy to teach. I would recommend using "D.O.s" in any classroom where academics are taught. If you ever try just one, you'll be hooked! The address and toll-free number: McDougal Littell/Houghton Mifflin, 13400 Midway Road, Dallas, Texas 75244-5156; 800/733-2828.

Name: _____ Week 34

1. The too Wright brother built kites bicycles and air planes. 2. In 1903; they flew 120 feet near Kitty hawk North Carolina	1. Us boys read a story called The frog Prince during vacation. 2. A princess loses a golden ball and a frog find it
3. An jet engine take in air from out side the plane. 4. My friend T J Robinson asked, "does the air mix with jet fuel"	3. The princess shows little causion she make promises to the frog. 4. She promise too let the frog eat from her plate and sit beside her.
5. Marty said to I, 'what a huge plane that is" 6. The I said "More than 500 people can fit in side it."	5. Next day the frog comes to visit but the princess pay no attention 6. Keep your promises the king tells the princess angrily
7. My father about plans for a plane in a news paper. 8. He said, it might go twice the speed of sound.	7. The princess keep her promises and treats the frog as a friend for three night. 8. In addishun, her lets it eat from her plane
9. This helicopter can fly up, down, and side ways 10. May be me and you can ride to dallas in it.	9. You can use you're imaginacion too figure out the ending 10. The frog turns into a prince him and the princess are married.

This week end my mother will fly to San Francisco, California. She leaves on Saturday afternoone. My brother and I to the air port with her. I like too watch planes race down the run way. I'd like to go somwhere to Maybe I can go with her next time.

I asked, "Melissa would you let a frog eat from your plate?" She just looked at me and laugh. She didn't even think about the questiun. But I being perfectly serious. I said that she should read "The frog prince." It might change her mind.

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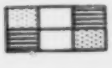
Level 4

WEEK 34

Day	Analogy
1	1. amaze : surprise : : confuse : _____ 2. XIV : XXI : : IX : _____
2	1. hero : villain : : accept : _____ 2. : : : _____ :
3	1. gardener : grows : : florist : _____ 2. ounce: _____ : : pound : lb.
4	1. love : lose : : hate : _____ 2.  : : : _____ :
5	1. foot : ft : : _____ : km 2. tardy : late : : depart : _____

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Example Schedule and Responsibilities for the Resource/Inclusion Teacher

Contributed by Wendy Burgman and Patsy Krock, Munford Middle School
Tipton County Schools, TN

1st Slot	7:45-8:15	(Homeroom) Planning 30 min. - See below
2nd Slot	8:15-9:05	Cole/Challenge - See below
3rd Slot	9:05-9:55	Cline/304 - Science
4th Slot	9:55-10:45	Ross/303 - Language Arts
5th Slot	10:45-11:35	Burgman/318 - Language Arts
Lunch	11:35-12:05	
6th Slot	12:05-12:55	Special education office and staff - See below
7th Slot	12:55-1:45	Monday, Tuesday, Wednesday, Friday
		Petty/128 - See below
8th Slot	1:45-2:35	King/320 - Social Studies
Dismissal	2:45-3:15	(Homeroom) - Planning 40 min. - See below

1st slot and bus dismissal time will be utilized as follows:

1. Planning and preparation for inclusion activities such as coordination with the cooperating teacher.
2. Scaling up or down activities relating to the skill or concept being taught.
3. Reviewing the textbooks for the main idea of the chapter.
4. Preparing study sheets and outlines on the curriculum.

5. Developing content area centers/stations for hands-on activities and enrichment activities, including higher level thinking skills and activities.

6. Copying and possibly tape recording text, outlines, and study units.

2nd slot will include the following:

Following Ms. Cole's directives which will include modeling her teaching strategies and following her behavior management plan. Relieving and/or assisting Ms. Cole as she conducts annual multidisciplinary-teams (M-teams) and does research for future problem solving. Monitoring students during independent practice, completing goal sheets, grading student's objective work, recording grades, and assisting gifted and learning disabled/ADD students with written expression.

6th slot will include the following:

Completing IEPs, writing goal sheets, support staff teams (S-teams), covering classes for consultations and meetings, providing general office duties as related to paperwork and documentation, arranging M-teams, data review, and computer access as needed for inclusion materials and tutoring inclusion students.

7th slot will include the following:

Following Mrs. Petty's directives, which include following her general plans and classroom management program by relieving and/or assisting Mrs. Petty as she does testing and screenings. and providing general support to the special education office with meetings and documentation.

Within the assigned inclusion slots the resource teacher will assist the cooperating teacher with her directed lesson by providing general reinforcement and support to her students. Following the cooperating teacher's directions, this may include general support to the entire classroom or working in groups with specifically assigned students. The primary focus will be to provide the students with additional support and activities that enhance their learning styles, promote mastery, and provide the cooperating teacher with general assistance.

Inclusion Assistance Activities

Contributed by Wendy Burgman and Patsy Krock, Munford Middle School
Tipton County Schools, TN

- Word banks
- Tests developed for high and low achievers
- Blockout or windows used for reading material
- Prioritize assignments
- Select and adapt curriculum
- Collaborate to provide small group and individualized instruction for students in heterogeneous classes
- Provide oral and written direction at an appropriate reading level
- Reteach
- Review key vocabulary
- Monitor and check assignment/agenda books
- Aid students in organizing materials
- Develop study guides
- Plan and assist in special group projects
- Provide assisting materials, e.g., calculators, tape recorders, computers—hardware and software
- Provide expanded activities for expressing upper-end mastery and goals
- Pair all students focusing on studying, written expression, or computer assignments
- Remember to reinforce teachers for experimentation and innovation, even if efforts are not as successful as predicted

Team Teaching and Peer Tutoring

Contributed by Glynda Campbell, Dyer County High School
Dyer County Schools, TN

Team teaching in the inclusive classroom can be beneficial to both the regular teacher and the students. This method allows teachers to more readily change roles from instructor to facilitator. When teachers share in the total classroom experience all students are more likely to respond positively toward both. Both teachers work with the total class so that special needs students are not identified. Team teaching allows each teacher to use his/her strengths or expertise so that all can benefit. Building on students' strengths promotes more growth and progress than does focusing on weaknesses.

Peer tutoring has been very effective in inclusive classrooms. In an introductory math course, the special education teacher helps pair special needs students with students who have mastered a particular skill. Students are given time during an activity block each day to do tutoring for 20 to 40 minutes. Students then share in the explanation of solutions to problems as the work is checked.

Special attention is given to the seating assignments in class so that "partners" are near each other. In this way work time in pairs can be implemented without a waste of learning time.

Team Teaching, Testing, and Trays

Contributed by Carol Clark, Johnson County Middle School
Johnson County Schools, TN

I. Team teaching and cooperative planning, in my opinion, seem to be the most effective inclusion strategies to reach all kinds of learners. Modifying lesson plans for different levels ensures that all learners will be successful. Also, this may reduce the frustration of children who are being taught concepts that they may view as too advanced.

II. Testing

1. Remove students to a quiet setting to test each orally.
2. Reduce the answer options in multiple choice or matching test items.
3. Reduce the length of tests.
4. Provide a word bank with options to choose from for completion questions.
5. Clue students on completion items with the first correct response.
6. Allow students to retake the test if they fail in the regular class.

III. Provide a tray for children to put classwork in (even if they have not finished) to pick up the next day, so they don't lose it. (For each class in junior high.)

Benefits of Collaboration

Contributed by Terri Cline, Munford Middle School
Tipton County Schools, TN

Since the introduction of the inclusion program at Munford Middle School, stress has been reduced for both students and teachers. The inclusion teacher provides manipulatives for hands-on activities and prepares mini-lessons for the entire class. This has given me, the classroom teacher, the opportunity to observe students as they work and to make adjustments for their needs. Inclusion modifications took the stress out of tests for those students who experience difficulty with recall by giving them answers from which to choose. None of the students who take the regular test notice the difference and the students who need the extra help experience success. Not only does this help the students in the inclusion class, but I am able to use the modified test in all my science classes with students who do not qualify for special help, but whom I feel are at-risk. The inclusion teacher has also helped with alternative assignments that are at appropriate levels for the individual learners. Since the frustration level of the students has lowered and the success rate has risen, discipline problems have been almost nonexistent. Science has been an enjoyable subject for both student and teacher, and failure rates have dropped dramatically.

By setting clear guidelines for both the classroom teacher and inclusion teacher and carefully considering placement of the inclusion personnel, schools can avoid personality conflicts between classroom teachers and inclusion specialists (or other special education teachers). Inclusion keeps special needs students in the regular classroom and feeling equal with their peers. They often can work at grade level with some modifications and can develop a better self-concept.

Vision and Hearing Impairment Awareness

Contributed by Johnnie Cooper, Sea Isle Elementary
Memphis City Schools, TN

As a regular classroom teacher I look for signs of vision and hearing impairments. I listen carefully to all responses which tell me if the student did not hear the question or only heard part of the question.

I also watch facial expressions. A puzzled look lets me know something is not clear. This strategy has worked for me several times. I immediately refer the student for further testing and the proper help.

Communication and Planning Time

Contributed by Yvonne Crow, Ringgold Elementary School
Montgomery County Schools, TN

As a special education teacher, I work in regular education classrooms with second- and third- grade students who are certified as Learning Disabled, Mentally Retarded, Health Impaired (ADD or ADHD), or who are not certified at all, but are at risk. The students are clustered into two heterogeneously grouped second-grade classrooms and two heterogeneously grouped third-grade classrooms. I spend an hour and 15 minutes each day four days a week in each classroom. I work most of the time on reading, but assist students in any other subject for which the teacher identifies a need. I also have a special education aide who spends 30 minutes a day four days a week in each classroom. She works with individual students or small groups in any subject where the teacher sees a need.

Our program works well because of the communication between teachers. I plan with other teachers for at least 30 minutes every week. We discuss problems students are having and ways to help them. We have an additional half-day planning period every six weeks. During this time we work on updating goal sheets, exploring new teaching ideas, and solving problems. The working relationship I have with the regular classroom teachers and their willingness to try new ideas and make modifications have made this program beneficial to the students.

Communication and involvement with parents have also been big factors in student success. Parents are aware of assignments through assignment sheets that students must complete daily and have initialed by teacher and parent. Parents are aware of academic and behavior progress through daily and weekly notes. Parent conferences are held jointly with the regular classroom teachers and me.

We have seen tremendous gains in achievement scores, study habits, and behavior. Special needs students feel more a part of the classroom. They are not excluded in any way, yet they are receiving that little extra help to ensure success.

Flexible Grouping and Collaboration

Contributed by Betty Ellis, Nannie Berry Elementary School
Sumner County Schools, TN

As a first-grade classroom teacher, one of the most effective strategies I've tried and continue to use is whole-class instruction with flexible grouping. The resource teacher comes into the regular classroom and works with the lowest reading group for 30 minutes for four days a week. This group is identified in the first few weeks of school by the classroom teacher and the resource teacher through observation, informal checklists, and samples of student work. The group consists of resource students and nonresource students (who may be identified later in the year) who need extra help. After the group is identified, instruction and testing using the basal reader is turned over to the resource teacher with regular education teacher input. This is a flexible group with students moving in and out based on needs and progress. Sometimes students may work in the inclusion group and in another reading group at the same time. This strategy is especially helpful when a new student is enrolled from a different district or state during the school year.

The key to any good strategy, especially this one, is planning time and flexibility. The classroom teacher and the resource teacher meet at least once a week at a designated time to discuss student needs, progress, and skills the classroom teacher will be working on with the whole group (especially in language arts). We also try to touch base with each other every day. Flexibility on the part of both teachers is very necessary. For example, when it is time for the resource teacher to arrive, and the classroom teacher is not quite finished with what is being taught in language arts due to the difficulty of the concept, you can have a quick discussion with the resource teacher, who may have an idea of how to present the concept in a different way. This benefits everyone—keeping the frustration level low for the students and the teacher. The classroom teacher must be flexible and willing to adjust in case the resource teacher needs a quieter room for testing.

The benefit of this strategy for the students is that they get extra attention and instruction when needed. This allows them to feel successful and helps to create a happy, caring atmosphere. It also promotes respect at an early age for the concept that everyone learns differently and needs help at different times—even the teacher.

Music, Movement, Manipulatives, and Colors Motivate

Contributed by Phyllis Ervin, Ringgold Elementary School
Montgomery County Schools, TN

A strategy my students and I have found to be effective is the Leaping into the Classroom with Music, Movement, Manipulatives and Colors Program, written by Dr. Annette Gregory.

Students are taught skills, facts, and concepts from each curriculum area using a correlated and integrated approach to learning. These materials enable all students to master, retain, or remediate skills. The activities involve the use of repetition, movement, manipulatives, memory cues, and the five senses. A motivation behind the musical activities is that they are fun. The program recognizes the importance of educating all students in relation to their unique learning needs and differences. The beauty of the program is that I am able to reach all general and special education students one time and with the same activity. All students have the opportunity to be leaders in the classroom.

Trade Book Techniques

Contributed by Nancy Fabor, Burt Elementary School
Montgomery County Schools, TN

The students, my collaborating teacher, and I really enjoy using trade books in reading. This method gets rid of the levels and gives all students the opportunity to succeed. We begin with the whole class reading the same book but later may have two books going at once with the students choosing which book they want to read.

Team reading also works well because the students help each other—even if there are two together who have problems. Having two teachers to help when needed also contributes greatly.

All students are given the opportunity to participate in an oral discussion and to add words to a vocabulary list. We also assign reading response questions. Every child has an opinion, whether their writing skills are good or not.

At the end of the book we assign several different options so each student can pick the one that best fits him/her. The end-of-the-book projects are videotaped to be viewed by the class. Here are examples of some activities:

Make a model of something that was important in the story.
Make a diorama or triorama of your favorite part.
Write a skit for your favorite characters.
Add a chapter.
Write a chapter from a different point of view.

Testing, Cloze Testing, and Peer Tutoring

Contributed by Janet Fowlkes, Dyer County High School
Dyer County Schools, TN

1) Testing strategy

Use matching questions with no more than five items and reduce the number of possible answers.

2) Cloze testing

Take key sentences from a chapter in sequence. Leave key words out. The students then scan the chapter to find the missing words.

3) Peer tutoring

Organize student partners to work together in labs, hands-on activities, art, review, and reteaching games.

Learning Contracts

Contributed by Diane Francis, Buena Vista/Jones Paideia School
Davidson County Metro Nashville Schools, TN

One of the strategies that has helped with all types of special needs students has been the use of learning contracts. Each contract should meet the individual goals of the student. Some students may have one or two goals and others may have eight to ten.

Contracts come in many shapes and sizes, from a folder with a daily contract that the regular teacher, special education teacher, and parents must sign to a self-monitoring contract completed by the student. Contract activities and reinforcements for completion are varied. Some students graph their progress and others get a dime from their parents for every plus on their contracts.

Contracting is successful when everyone is consistent. If a student is expected to show the contract to the special education teacher at the end of the day, then the teacher needs to be in his/her room waiting on the student with a reward in hand. Contracts and positive praise go hand in hand. Being consistent may also mean talking to substitute teachers and making them aware of contract goals and activities.

Modifications to Address Varied Learning Styles

Contributed by Joanne Fritts and Harriett Craig, Union Elementary School
Sumner County Schools, TN

While one teacher discusses the lesson, the other teacher models (writes or demonstrates) the examples on the board. Instruction is presented through different learning styles: visual, auditory, and tactile.

Visual presentation on the board is accomplished by utilizing different colored dry-erase markers. Each separate bit of information is written in a different color. This enables the visual learner to key in on the information being taught. We also dramatize certain skills or parts of stories by letting the students or teachers act out parts or demonstrate skills.

Auditory presentation of material is reinforced by using charts, skill sheets, and textbooks. To insure or promote listening comprehension, we utilize a token system of coupons. A student receives a coupon for participation or for a correct response to a question.

Tactile learning is represented through the use of dioramas, trioramas, sequencing flip charts, or an illustration of a story or skill. Some of these activities allow for cooperative learning groups.

Student-Nominated Reteaching

Contributed by Jean Garcia, Nannie Berry Elementary School
Sumner County Schools, TN

One strategy that I have found to be especially effective while co-teaching in a regular education classroom is "student-nominated reteaching". This strategy is used with difficult new concepts. The decision to use this strategy is usually made during our weekly co-planning time, although we are always flexible to use it when needed, or not to use it, if it is unnecessary. Since the special education teacher is able to be in the classroom for only 30 minutes, the classroom teacher teaches the lesson before he/she comes in. When the special education teacher comes in, the students begin independent practice. They are given the choice of beginning the assignment if they understand the skill, or coming back to work in a small group where the skill is retaught using a different method, often a hands-on or a modeling approach. Students can leave the area as soon as they think they understand the concept, and students who elect to begin work immediately can enter the reteaching group if at any time they need extra support. Since the students make their own decisions, the group is a heterogeneous mix of regular education and special education students. The regular education teacher and the special education teacher interchange the reteaching responsibilities, although they are more often done by the special education teacher since the regular education teacher did the initial instruction. The other teacher monitors for understanding the group working on independent practice and may suggest to a student that they join the reteaching group if he/she seems to be struggling with the assignment.

We have found that students usually make correct decisions about the groups most appropriate for them. It is effective to make the special education teacher a normal part of the students' day and to prevent him/her from always working with the special education students. All students should be comfortable with asking the inclusion teacher for help since he/she has helped them in either the reteaching group or while monitoring on previous occasions. I work only with primary grade students but believe the technique would be effective with older students if properly introduced.

Improving Note-Taking and Review

Contributed by Sara Gaston, Roane Career and Technical Center
Roane County Schools, TN

Multiple strategies are utilized at the Roane Career and Technical Center to facilitate successful inclusion. Certain strategies have proven more successful, largely due to their flexibility and adaptability. Note-taking and review sessions are employed most often.

The Roane Career and Technical Center provides technical skill programming for the school system. The Center serves approximately 260 secondary students, 48 of whom are identified with special needs. Technical skill development is provided in the areas of general building trades, auto technology, auto body, graphic arts, cosmetology, criminal justice, health occupations, and drafting.

Strategies for inclusion:

Note-taking

Note taking helps to facilitate understanding of theory and application of written material. By participating in classroom lectures, organizing information, and distributing it to students, the support staff is facilitating the learning of all students. They provide information that is organized, emphasized, and reinforced. The support staff can supply additional information as reinforcement.

Review

Review sessions are established to allow instructors to immediately assess student understanding and to address areas of concern. Support staff can emphasize structured study skills that allow for all students to become more efficient and effective learners. The support staff reviews with all students and establishes peer tutors as well as cooperative learning groups within the classroom.

Student Placement, Collaborative Planning, and Individualized Assignments

Contributed by Angela James and Lisa Bailey, Alexander Elementary School
Jackson-Madison County Schools, TN

At Alexander Elementary there are many efforts leading to the success of inclusion. First, in May of each year, all special services students are assigned to the next year's teachers. Both present and future teachers are involved in the end-of-the-year M-teams. Teachers' schedules are completed and helpful information given to the next teachers on how to discipline, modify work, and make adjustments for special needs children.

Next, we work together. Involving special and regular education teachers in collaborative planning provides for a clearer understanding of how best to teach special needs students in the regular education class. Along with planning efforts there are collaborative teaching efforts. Regular education and special education teachers have a shared responsibility of presenting the curriculum.

Finally, efforts in the classroom are focused on the individualization of assignments and lessons so that all children may experience success. Students with all types of disabilities are each assisted with an individual approach.

Multiage Grouping and Learning Centers

Contributed by Ilene Janson, Haynesfield Elementary School
Bristol City Schools, TN

Haynesfield Elementary School in Bristol, Tennessee, is in the first school year of a pilot project developed by the staff to utilize a multiage program. Currently, students in grades two and three are divided into five groups and rotate through five centers.

Students are selected for groups by sex and grade level, so that a reasonable mixture of each is provided. To increase the feeling of "one big family," groups are reorganized on a regular basis.

Students spend one week in each center before moving to the next center. Center rotation currently includes social studies, literature, health, science, and technology centers. During these classes students are involved in active learning, often working in cooperative groups. Students do not receive grades, but are assessed by products.

All special education students in grades two and three are included as integral members of the multiage unit. The resource teacher comes into the centers and assists special education students, as well as other students.

The staff and administration has found the multiage project to be very effective in including special education students in the regular curriculum. Students have the opportunity to be a participating member of the group, without fear of failure. Visitors most often cannot distinguish special education students from regular education students. Parents of special education students are very positive about the program.

Consultation, Classroom Assistance, and a Continuum of Services

Contributed by Kim Lavin, Vance Middle School
Bristol City Schools, TN

The approach to educating students with special needs at Vance Middle School takes a major step forward in mainstreaming these students. Because the Resource/Inclusion program offers support, and not primary instruction; because students, as well as teachers, are free to seek aid in learning here; and because of the high level of coordination and shared goals and strategies between the resource and classroom teacher, this method of assisting special students has proven highly successful.

Program Summary

Resource/Inclusion at Vance Middle School is a problem-solving approach to educating special needs students. In this program, the collaborative effort of the special education teacher and the regular classroom teacher focuses on both student needs and a common curriculum ensuring that effective methods of instruction and reinforcement of learning are used. Inclusion encourages students to take responsibility for learning. By using a resource room, classroom instruction is supplemented and reinforced. The program may be characterized as

- support for the regular education teacher who has special needs students in his or her class,
- support for special needs students placed in the mainstream,
- program that redefines the role of the special education teachers as a consultant/facilitator, and
- system that provides, through consultation, development of adaptation strategies and procedures for instruction that will accommodate a special needs student so that all content instruction may occur in the regular classroom.

Goals and Objectives

The overall goal of the program is to enable special needs students to learn in the mainstream education setting. To fulfill this goal, the program does the following:

- provides guidance and assistance for classroom teachers instructing these students;
- assists these students through methods designed to enhance their style of learning;
- assures that the resource room and classroom share common goals, objectives, and content for each student participating in the program; and
- provides socialization and peer interaction.

Services

I. Pull-out

Take student(s) from regular class to the resource room for

1. Reinforcement of the lesson objectives
2. Testing
3. Clarification of directions or reading of oral assignments
4. Modifications of inappropriate behavior

II. Direct

In the regular classroom

1. Monitor and motivate
2. Modify directions
3. Ensure assignment book is filled out

III. Scheduling

A. Team Meetings

The resource teacher will meet with three teams weekly or more frequently, if needed, to:

- identify certified and "at-risk" students, and
- review student and program progress (midterm, six weeks, and semester).

B. Student Scheduling

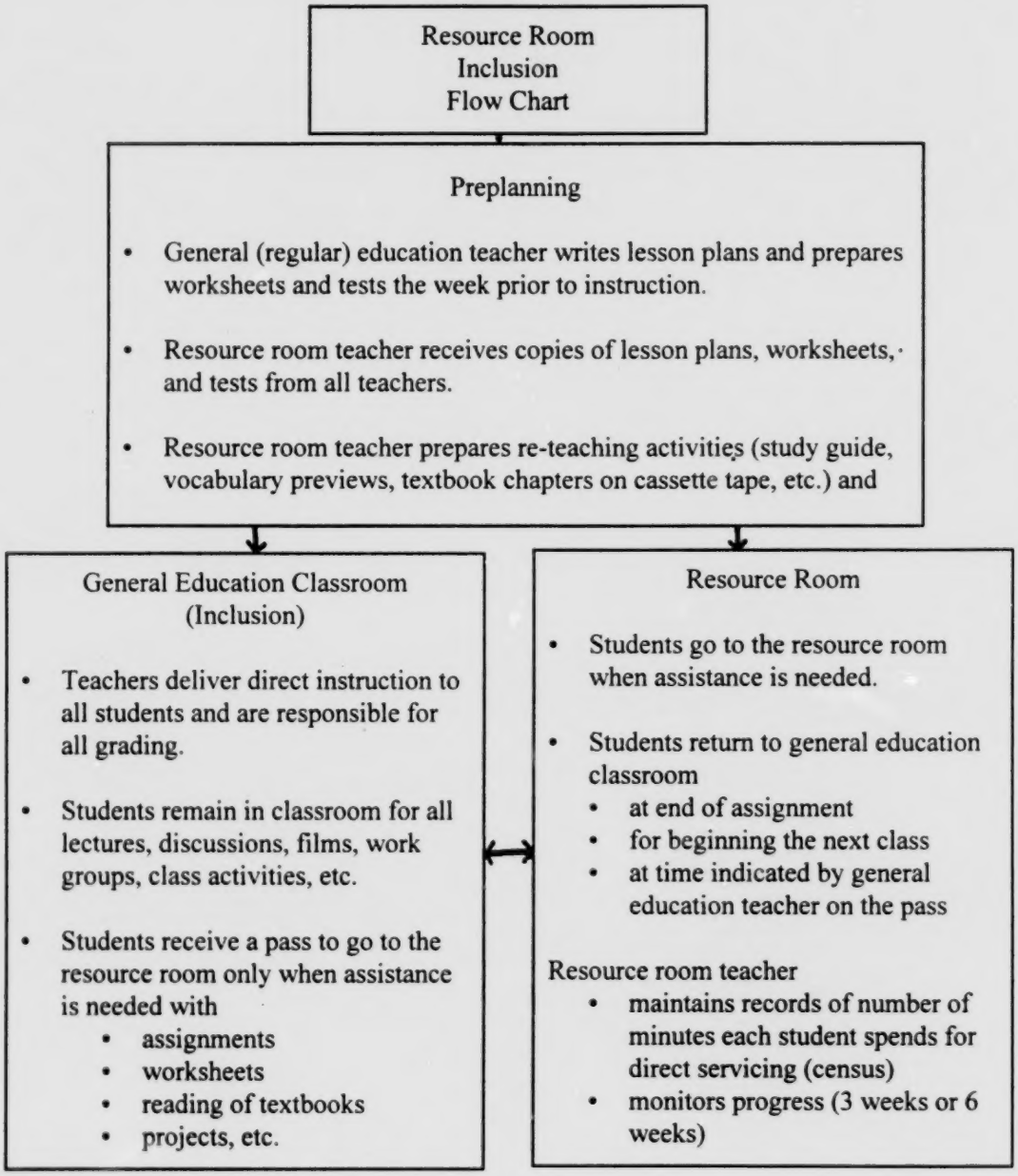
1. Each student will participate fully in ALL enrichment.

2. The teacher will serve identified at-risk students and regular students.
3. The special education teacher will be highly visible with the regular education teacher through team intervention.

C. Special Education Assistants

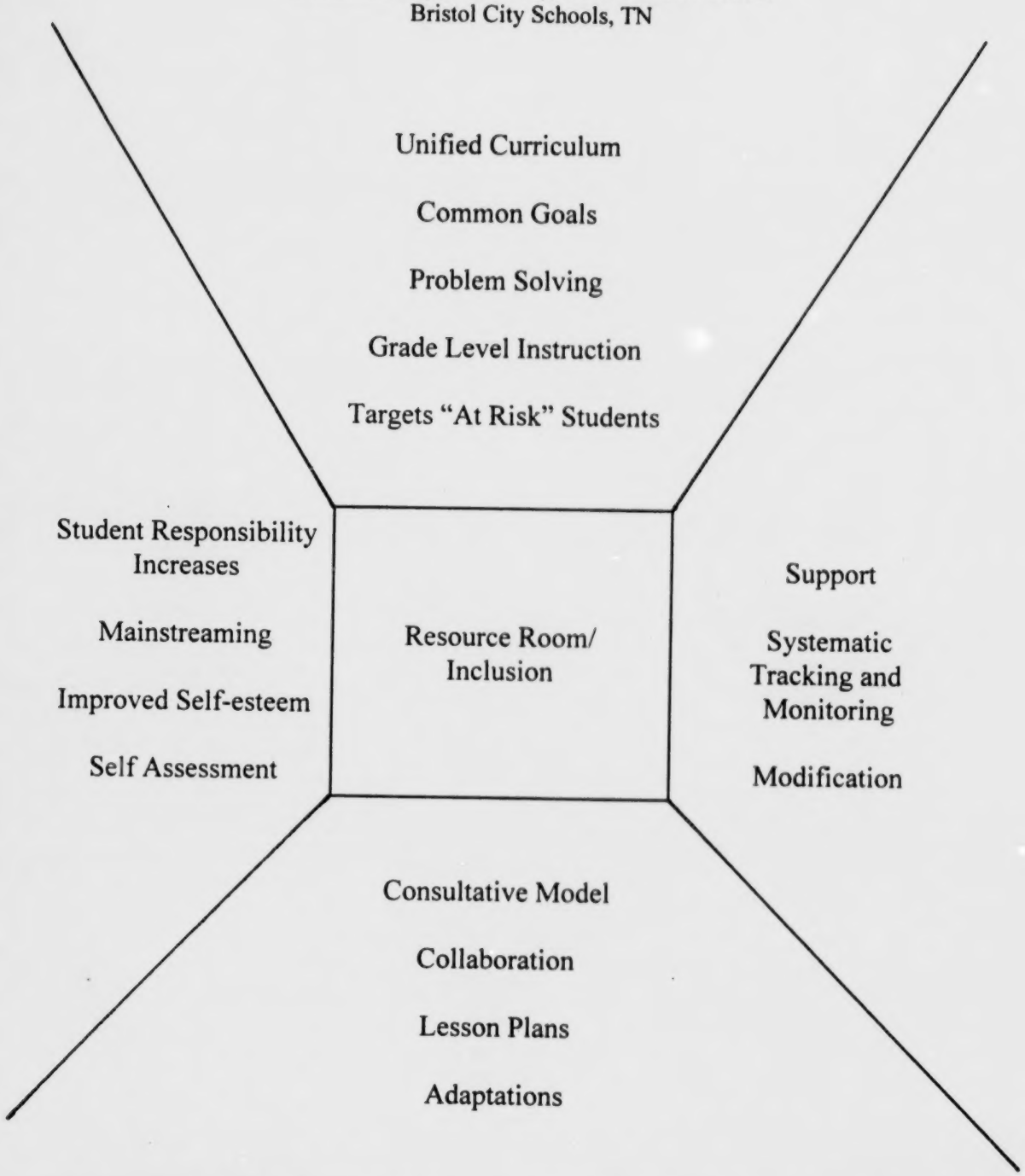
1. Assist the special education teacher in the resource room and the regular classroom.
2. Assist the students in the resource room and the regular classroom.
3. Assist the teacher on the teams as needed, especially those teachers serving special needs students.

Contributed by Kim Lavin, Vance Middle School
Bristol City Schools, TN


Resource Room
Inclusion
Flow Chart
Preplanning
• General (regular) education teacher writes lesson plans and prepares worksheets and tests the week prior to instruction.
• Resource room teacher receives copies of lesson plans, worksheets, and tests from all teachers.
• Resource room teacher prepares re-teaching activities (study guide, vocabulary previews, textbook chapters on cassette tape, etc.) and
General Education Classroom
(Inclusion)
• Teachers deliver direct instruction to all students and are responsible for all grading.
• Students remain in classroom for all lectures, discussions, films, work groups, class activities, etc.
• Students receive a pass to go to the resource room only when assistance is needed with
• assignments
• worksheets
• reading of textbooks
• projects, etc.
Resource Room
• Students go to the resource room when assistance is needed.
• Students return to general education classroom
• at end of assignment
• for beginning the next class
• at time indicated by general education teacher on the pass
Resource room teacher
• maintains records of number of minutes each student spends for direct servicing (census)
• monitors progress (3 weeks or 6 weeks)

The resource room teacher may stay in the general education classroom or in the resource room, based on individual student needs.

Contributed by Kim Lavin, Vance Middle School
Bristol City Schools, TN



Contributed by Kim Lavin, Vance Middle School
Bristol City Schools, TN

In addition to the prereferral interventions listed on the Referral Form, these modifications may be necessary for the student to experience success in the regular classroom.

- ☐ Mark student's correct and acceptable work, not his mistakes.
- ☐ Examinations and quizzes will be given orally.
- ☐ Reading assignments will be presented on cassette tapes.
- ☐ Make arrangements for homework assignments to reach home with clear, concise directions.
- ☐ Reversals and transpositions of letters and numbers should not be marked wrong. Instead, reversals or transpositions should be pointed out for correction.
- ☐ Recognize and give credit for student's oral participation in class.
- ☐ Provide extra test time and/or special test conditions. Student can test in the Resource Room.
- ☐ Provide extra assignment time.
- ☐ Student should be allowed to tape classroom lectures or discussions.
- ☐ Students should be allowed to copy another student's class notes.
- ☐ Students should be provided a carbon copy of another student's class notes.
- ☐ Utilization of peer tutoring.
- ☐ Utilization of cross-age tutoring.
- ☐ Avoid placing student under pressure of time or competition.
- ☐ Accept homework papers typed by the student or dictated by him and recorded by someone else, if need be.
- ☐ Do not return handwritten work to be copied over; work is often not improved and student's frustration is increased.
- ☐ Quietly repeat directions to student after they have been given to the class; then have him repeat and explain the directions to you.
- ☐ Let student dictate themes or answers to questions on a cassette tape.
- ☐ Accompany oral directions with written directions for the student to refer to (on blackboard or paper).
- ☐ Do not require lengthy outside reading assignments.
- ☐ Students should be permitted to use cursive or manuscript writing.
- ☐ Examinations and quizzes can be modified by the special education teacher.
- ☐ Student can use specific study guides and/or outlines.
- ☐ Keep oral directions brief, repeating as needed.
- ☐ Keep oral teaching brief. Supplement with visual aides. Limit time in large group, oral lecture, or oral teaching where possible.
- ☐ Reduce outside noises and stimuli as much as possible. If needed, use a quiet corner of the room where he/she can go to work, or use a study carrel (but as a privilege, not a punishment).
- ☐ Give student frequent contact with a teacher or aide to keep on-task. Sometimes just standing nearby or putting a hand on the shoulder works better than frequent verbal reminders.
- ☐ Try to break up work into smaller segments (15 to 20 minutes), with periods of relaxation of free time in between.
- ☐ Set definite time limits (taking into account need for extra time on written work). Let him/her try to beat the clock and thereby earn a reward if she/he does.
- ☐ Set definite goals and firm limits with regard to talking, getting out of seat, etc. For example, he/she might be given a certain number of colored slips that he can "spend" each time he talks or gets up, but once he has spent all of them he has to work in an isolation area without peer contact.
- ☐ Give much positive reinforcement and praise for any small success in self-control and completion of work.
- ☐ Have him/her study or work through a narrow opening or window so that outside stimuli are reduced.
- ☐ Try to reward him/her when he/she is paying attention; play down times when he/she cannot focus attention.
- ☐ Allow some time to do things he/she enjoys and is really interested in pursuing.
- ☐ If possible, communicate with parents on a weekly basis.
- ☐ Be prepared for various forms of behavior. Have a plan of action in mind.
- ☐ Compassion is the key. Never use words such as dumb, lazy, or stupid.
- ☐ Zero in on success—not failure. TEACHERS REALLY DO MAKE A DIFFERENCE!

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Inclusion Planning Sheet

Contributed by Janet Le Cornu, Margaret Allen School
Davidson Country Metro Nashville Schools, TN

Teacher _____ Grade _____ Week of _____

Subject	Objectives	Student(s)	Modifications Needed
_____	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

Resource Materials Needed

_____
_____
_____

Teacher _____ Grade _____ Week of _____

Subject	Objectives	Student(s)	Modifications Needed
_____	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

Resource Materials Needed

_____
_____
_____

Help Sheet

Contributed by Janet Le Cornu, Margaret Allen School
Davidson County Metro Nashville Schools, TN

Resource assistance needed for: _____

Teacher: _____

Subject: _____

Date: _____

Please describe problem and type of assistance requested:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Please place this in my box — I'll get back to you ASAP!
J LeC

Contributed by Janet Le Cornu, Margaret Allen School
Davidson County Metro Nashville Schools, TN

LESSON PLANS FOR: _____
(General Education Class)

Teacher's Name: _____
Student's Name: _____
For Week of: _____

General Information	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson Objective and Text Information					
Class Activities					
Modifications					

Developed by Gloria Johnson, LRE for LIFE Project, Rutherford County Tennessee, 1994.

Contributed by Michele Prater, Janet Le Cornu, and Brenda Jones, Margaret Allen School
Davidson County Metro Nashville Schools, TN

LESSON PLANS FOR: Reading
(General Education Class)

Teacher's Name: Jones
Student's Name: Joshua - Chris
For Week of: March 14

General Information	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson Objective and Text Information	Summarize story	Compare & contrast poetry lesson	Figurative language	Vocabulary definitions	Comprehen-sion thinking skills
Class Activities	Discuss and do studybook 79	Page 80 studybook	Read and discuss	Studybook 81	Read and discuss
Modifications	Give page numbers and clue words for studybook 79	Underline answers for Joshua to copy. No modifications for Chris Josh will draw to illustrate poem	Joshua will listen to others read _____ Chris no modification	Number vocabulary words with matching numbers to fill in the blanks	Joshua will listen & follow along as others read _____ Chris no modification

Developed by Gloria Johnson, LRE for LIFE Project, Rutherford County Tennessee, 1994.

Educating Everyone Takes Everyone:
Making it Happen with...Inclusion

Inclusion Pilot Program

Contributed by Carita Marshall and Paula Young, Northeast Middle School
Jackson-Madison County Schools, TN

Overview

Northeast Middle School (NEMS) believes strongly that "educating everyone takes everyone." A service offered at NEMS that proves our belief in this statement is inclusion. During the 1993-94 school year, inclusion was implemented in all eighth grade academic classes. Students who received special services were already included in the exploratory classes (Art, Band, Chorus, Computer, Communications, Language, Life Skills, Physical Education, and Technology). The majority of students who were involved in inclusive classrooms showed significant gains in grade level achievement according to the Wide Range Achievement Test— Revised Level 2 (WRAT-R). During the 1994-95 school year inclusion was expanded to the sixth and seventh grades. All teachers involved in inclusion attended an inservice training session to become better prepared to deliver services to differently abled children within the regular classroom setting.

Training

- Before implementing inclusion at Northeast Middle School, regular education and special service teachers visited schools that were already providing inclusion. Inclusion teachers were interviewed along with regular education teachers and the director of special services concerning the methods used to establish successful inclusion programs.

- Team leaders and special service teachers involved in the first year of inclusion attended the 1993-94 Joint Disabilities Conference held in Nashville, Tennessee.

- Dr. Jerry Whitworth, professor of education at Freed-Hardeman University, conducted an after-school inservice session explaining the history of inclusion, possible ways to implement, and intervention strategies to be used by the regular classroom teachers in an inclusive classroom.

- To begin the 1994-95 school year, the entire faculty received an inservice training on inclusion. Components were: 1) parental perspective of inclusion, 2) a general overview of the NEMS inclusion program, 3) academic and behavioral characteristics of differently abled children, and 4) techniques of modifying within all subjects areas. All faculty

members and support staff received an inclusion notebook which consists of various materials pertaining to the history of inclusion, the legal perspectives, methods of modifying within the inclusive classroom, pilot studies from other school systems, and articles concerning inclusion.

Service Description: Responsibilities of the Inclusion Teacher and Educational Assistant

On a typical day, the inclusion teacher or educational assistant works with every differently abled student in the regular classroom setting and/or in the Learning Lab. There are two assistants and one special services teacher assigned to each grade. Responsibilities include, but are not limited to, the following:

1. Modify assignments as needed
2. Consult with classroom teachers
3. Assist with note taking
4. Assist with focusing attention on teacher
5. Assist with staying on task
6. Reposition for good work posture
7. Develop and monitor organization skills
8. Reteach when necessary
9. Provide alternative materials
10. Administer oral tests
11. Clarify concepts for individuals/small groups
12. Operate the Learning Lab

The Learning Lab is available to students first thing in the morning during the advisor/advisee period and throughout the day on an as-needed basis. It is utilized to reteach, reinforce, teach and maintain study skills, administer oral tests, and assist students with special academic projects. Other students who are in need of skill reinforcement periodically use the

Learning Lab. This serves a dual purpose: 1) assisting those in need and 2) helping to erase the stigma often associated with pull-out services.

Educational assistants prepare materials for group and individual needs, tape record various materials, copy materials, distribute materials to students and teachers, attend and participate in team meetings, provide input to the development of educational strategies, assist teachers in the classroom, and work with small groups of children. These activities are under the supervision of the special services teacher.

Creative Dramatics

Contributed by Hilda Mitchell, Liberty Bell Middle School
Johnson City Schools, TN

Building feelings of competency in special needs children is paramount to making them feel successful in an inclusive setting. One way I have found to achieve this is through the use of creative dramatics.

I divide each of my four reading classes into cooperative groups. These groups are carefully selected to blend specific personalities and learning styles with heterogeneous academic levels. Each special needs child is placed in a group with other children, based on these criteria. The most important part in ensuring successful grouping is the careful selection of a group leader. This leader is instructed before class of the special abilities that each of his group members possesses. Selection of the drama to be enacted is left up to each group, as is the assignment of parts based on each member's strengths. I serve as the facilitator for all the groups, but try to be as low-key as possible.

Once each group selects its text and parts, modifications can be made as needed. Adlibbing appropriately is stressed as a valuable dramatic tool, therefore there is no need for low-level readers to stumble over lines. Each group also appoints a prompter to help any child who suddenly freezes.

Our plays are usually simple but are also greatly enhanced by the costumes and props the children bring in to share with one another. The joy is watching a special needs child beam with pleasure as a crown is placed upon his head and he becomes a king!

My observations on using creative dramatics in an inclusive classroom include that children are accepted and helped by their peers, enjoy what they are doing, push themselves to succeed, and interact in positive ways. The smile on each face after a performance is worth as much as T-CAP scores at the 99% level!

Audiotaping Textbooks

Contributed by Linda Page, Pope Elementary School
Jackson-Madison County Schools, TN

One of the most helpful tools for inclusion that Pope Elementary fourth and fifth grade teachers have used has been audiotaping the social studies and science books. This has allowed students, who otherwise would have been unable to read the text at all, to be exposed to the information both visually and auditorally. Some teachers have opted to play the tapes for their entire class at one time. Others have made the tapes available to their special needs students and regular education students at listening centers.

In addition to the tapes, the resource teacher obtains a copy of homework and study questions and uses a highlighter to mark answers and definitions in the textbook. This allows many students to work independently and confidently.

Group Testing

Contributed by Jeff Phillips, Munford High School
Tipton County Schools, TN

The real challenge of inclusion is to meet all the needs of every student without lowering standards. The first step I took involved making a folder with all my special needs students listed according to the modifications needed. The folder is divided into sections containing the particular modifications (i.e., grading, oral testing, peer tutoring, etc.). It is organized by class periods. Familiarity with each IEP allows me to learn all students' needs and also provides concrete data to form the groups that are used in testing and other class activities. Each group has a wide range of student educational abilities so that all needs can be met. The following outline details the group guidelines, the test, and the testing procedure. I have found this method to be extremely effective in testing as well as in other group-related activities.

I. Group Guidelines

A. Groups can range in size from two to four based on the type of activity, the number of special needs students in the class, and the size of the classroom.

B. Each student must have his/her own notes.

C. Each student must have a text book.

D. Each student turns in his/her own answer sheet.

II. The Test

A. Students, working in groups, use books and class notes to answer thought-provoking essay questions.

B. Tests are long to encourage studying. If the tests are too short, students will not study. They will simply look up all the answers.

1. Students are reminded in the review that the test will be long.

a. If they study, the test is designed so that they finish easily in the class period.

b. If students have to look up every question to find the answer, they will not finish most of the tests.

2. Seventy-five percent of the test should be made of questions that can and should be answered without the book.

3. Questions in the other twenty-five percent of the test require more thought.

4. Any questions not completed in the given time will be counted wrong.

   a. Students are told this several days before the test.

   b. If a group does not finish the test, it is because they did not study.

   c. If no group can finish the test, a measure of fairness is used.

III. Administering the Test

A. Students never know who will be in their group.

B. I arrange the desks each morning I use the groups. A piece of paper with all the group members is placed on each group of desks, and students sit accordingly when they arrive.

C. All test questions must be read aloud within each group.

   1. This is to meet the oral testing modification.

   2. Any student may read the questions.

   3. Groups can be penalized for not reading questions aloud.

D. The classroom teacher monitors the test to ensure that questions are read aloud and that each student is participating.

E. Students may converse among the members of their group, but with no one else in the room.

F. Each student must bring his book and notes or he/she will be penalized by receiving a zero for a daily grade or losing points on their test grade.

I have given pretests and post-tests to measure the effects of learning during this type of test. I have seen students who normally go to the resource room to take tests so they can use their books and notes, score 95% or higher on post-tests.

Daily Assignments and Activities

Contributed by Linda Price, Johnson County Middle School
Johnson County Schools, TN

I. Pre-teach vocabulary - helps familiarize the student with key words before the unit begins.

II. Preview major concepts - provides students with necessary repetition and a good background before a unit is begun.

III. State a purpose for reading - Give the student something specific to look for before they start reading. Also, have students fill in a study guide of questions to improve comprehension.

IV. Provide repetition of instruction - Tell students exactly what you consider important. Use various ways to provide repetition.

V. Provide clear directions and examples - Directions should be clear and simple and be provided both verbally and in writing. Check for understanding by asking students to repeat the directions. In the directions tell the students what you expect. Use examples, when appropriate, to demonstrate the required procedure. If the student doesn't begin work, find out why.

VI. Make time adjustments - Do not use time pressure. Shorten the assignment or accept it when completed.

VII. Provide feedback - Collect assignments as soon as possible after completion before students lose them. Provide feedback on results as soon as possible.

Interests and Increasing Student Motivation

Contributed by Michael Ross, Two Rivers Middle School
Davidson County Metro Nashville Schools, TN

1. Use story starters
2. Alternate listening and doing activities
3. Allow students to demonstrate in a variety of ways:
   A. writing
   B. telling
   C. making
   D. demonstrating
   E. working with a partner or group
4. Provide written feedback
5. Use calculators, games, word searches, puzzles, audiovisuals (videotapes, slides, language master cards, and filmstrips)
6. Develop learning centers
7. Develop self-correcting materials

Improving the Use of Textbooks and Print Materials

1. Physically alter printed materials:
   A. insert stop points in text
   B. use marginal gloss
   C. highlight
   D. underline
2. Tape-record printed material
3. Have the students develop their own end-of-chapter questions
4. Teach the use of mnemonic devices
5. Show the students how to preview a textbook and a chapter

Organization and Collaboration

Contributed by Ernestine Saville-Brock and Sherry Fleming, Two Rivers Middle School
Davidson County Metro Nashville Schools, TN

We teach daily in a seventh grade math and social studies class, working together to meet the needs of all our students through a collaborative/cooperative model of instruction. We teach jointly in the classroom and plan and prepare materials together for instruction and assessment of students with special needs as well as for regular education students.

Since each student is unique, strategies that work for one will not necessarily work for all. However, classroom organization has been successful for all our students. We begin the year with color coding materials and notebooks. Each subject has a different color and students can identify which materials are needed in which class by their color, a system helpful to all students.

Each week, we give students a weekly assignment sheet with a daily objective, all assignments and activities, and a checklist for bringing necessary supplies. This assignment sheet is brought to class daily and students can check off at the beginning of class the necessary supplies. At the end of the class period, the student can assess his/her conduct. Students receive a stamp for appropriate conduct that can be used as a means to earn rewards at the end of the week or for special field trips.

We use "time to begin work" cues at the beginning of the class. We face the students, check for proper materials, and write the date and lesson title on the overhead transparency. This signals to the students that the class activity is ready to begin. We then review the objectives for the period.

Many of our students need modifications, which may include reduction in the amount of work or more time to complete the assignment. We attempt to provide for all students in this area, not just those labeled with special needs. We use worksheets that have been copied on colored paper and underline or change the directions when needed. A variety of activities are provided to accommodate the various learning styles within the classroom.

At the end of each class period, we review the lesson and assign and discuss the homework. We read the homework directions to the class and attempt to work a problem in each section of the assignment.

We have found that classroom organization goes a long way toward helping all of our students to prepare themselves for the material/activity to be presented.

Peer Tutoring

Contributed by Judy Slagle, Liberty Bell Middle School
Johnson City Schools, TN

Perhaps the most effective and practical strategy I have found in helping special needs children to be successful in the regular classroom is the practice of peer tutoring. At Liberty Bell, we have successfully used eighth grade peer tutors with our seventh grade special needs children.

Our school is divided into four to five teams on each grade level. Each team is made up of four to five academic teachers with approximately 25 students. The students attend five academic classes per day and two exploratory classes. Each grade level has its own exploratory times. Although I am officially a seventh-grade reading resource teacher, I am also listed as an eighth-grade exploratory teacher. I place 6 to 12 eighth graders each six weeks with a teacher on our team. That teacher is responsible for assigning their duties and grading their work for the period.

The peer tutors are chosen very carefully. I first gather teacher input and recommendations, then talk with each prospective tutor concerning interests and expectations. The parents of each prospective tutor receive an explanation and "request for permission" form over the summer. Each peer tutor completes two hours of training prior to the beginning of school.

The responses from the 20+ tutors and the special needs children have been tremendous. Self-esteem of special needs children has been boosted by special relationships with children close to their own age. They have formed bonds with those peers that will hopefully carry over to high school. The peer tutors have gained a valuable appreciation for those who are different from them but who also have very special abilities. They have become much more empathetic as the year progresses. Hopefully, peer tutoring will lead to lifelong efforts to reach out to others. Also heartening is the positive reaction of the regular seventh graders to the presence and performance of the eighth grade tutors. I receive numerous requests from seventh graders to come back and help next year. Peer tutoring at Liberty Bell has proven to be a WIN-WIN-WIN situation.

Documentation

Contributed by Laura Switzer, Woodland Elementary School
Johnson City Public Schools, TN

Each child has a right to a "free appropriate public education." Our expanding social consciousness allowed for legislative action (the Education of All Handicapped Children Act of 1975) which requires that all special needs children have available to them a free and appropriate public educational opportunity in an environment as near to regular education as an individual's handicap permits, and that no individuals may be denied services because of their handicaps. In practice this usually means that more mildly handicapped individuals, that is, those whose handicaps require fewer special education services, are provided those services in consultative or itinerant and resource-room models.

In looking at the progressive court decisions over the last ten years, much influence still remains with the preponderance of evidence. Decisions of acceptance into a higher court rests in the existence of such supplemental evidence. This evidence can be the daily ledger you keep of all unusual occurrences within your room. Often a court decision can come down to whomever kept the best records. Please make as sound a judgment as you can as to the appropriateness of the IEP decisions for each child, then abide by them.

Making or Breaking Inclusion at the Elementary Level

Contributed by Laura Switzer, Woodland Elementary School
Johnson City Public Schools, TN

Using a survey through which the regular classroom teacher can request specific types of assistance best suited for his/her room and students can assist inclusion. In working with special educators a survey can also be effective in identifying the subjects or classes they are finding the most resistance. In this way an Extended Resource Teacher (ERT) can assist without causing major attitude adjustments among regular classroom teachers.

The regular education teacher's attitude can play a big role in the acceptance of special education students within the group of regular students. If a teacher is confident and inviting, then the class will be more willing to allow this stranger into their group, possibly even welcoming the addition. If a teacher's attitude toward discipline is such that behavior of the student will play a big role, then it is to his/her advantage to emphasize appropriate modeling for the handicapped student.

At Woodland Elementary School we selected the fourth and fifth grades in which to create an inclusion team. These teachers attended inservice and informal meetings with the special educator throughout the year. From all age-appropriate special needs students, we picked the six best candidates for inclusion to begin the year. As the year progressed, we eventually included all age-appropriate students in either fourth or fifth grade classes. The initial objective, at the beginning of the year, was to introduce a few students to teachers at a time. This was a trial period for both student and teacher. We specifically chose well-behaved students to increase their chances of success. Throughout the year regular classroom teachers often stated, "He is better behaved than the regular kids. He got a high grade on this test all by himself," or "He assisted one of my best students on this project, and I felt he understood it better than the other kids." I even had one teacher specifically ask for a student to return for an afternoon class because her enthusiasm motivated the rest of her classmates.

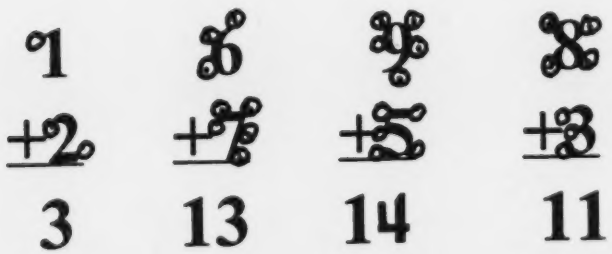
Utilizing the Touch Math Teaching Methods

Contributed by Cynthia Tilson, Love Chapel Elementary School
Unicoi County Schools, TN

Touch math is a new teaching technique that has helped me in the teaching of special needs as well as regular education students. This program helps students to count, recognize numbers, and practice counting aloud. Touch math helps in remediation of counting problems and aids students in learning number and multiplication facts. The activities help to reinforce math skills by using auditory, visual, and tactile methods, thus bridging the gap between manipulative and abstract concepts. Touch math can significantly reduce or eliminate the need to reteach basic math concepts.

Touch math uses touch points on the numbers from one to nine. Each number is represented by the number of points and circles it contains. Examples are given:

When we count the points correctly on the numbers we arrive at the correct answer. Example:



We can also use the touch points to subtract by saying the larger number and counting backwards:

8	9	7	6
-6	-3	-5	-6
2	6	2	0

We can multiply numbers by touching the points and sequence counting by the number we are multiplying. Examples:

7	9	5	6	2
x2	x3	x5	x4	x7
14	27	25	24	14

Touch the points on the 2 while sequence counting by 7.

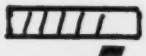
Touch the points on the 3 while sequence counting by 9.

Touch the points on the 5 while sequence counting by 5.

Touch the points on the 4 while sequence counting by 6.

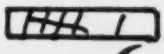
Touch the points on the 7 while sequence counting by 2.

We can divide numbers by touching the points and sequence counting by the number we are multiplying. Examples:



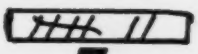
5

5 25



6

6 36



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Continuous Consultation and Training

Contributed by Patricia Toarmina, Division of Special Education
Memphis City Schools, TN

While numerous instructional strategies are used in inclusion classes in Memphis, the one strategy found to be most effective in working with students with disabilities in the regular classroom is continuous consultation and training.

Training is provided to all professionals who will be involved with the special needs student before he/she is placed in the kindergarten class. The regular teacher, the resource teacher, the inclusion assistant, the speech therapist, the occupational therapist, and others, as needed are all trained. This pre-placement training has been valuable and necessary, but the continuous consultation that has occurred since inclusion placements began has proven to be most valuable. Many questions have arisen that were not anticipated before student placement. Having the resources available on-the-spot makes the students' kindergarten placements successful.

None of the many strategies would be effective without the positive attitude of the kindergarten teacher. One kindergarten teacher treated an autistic child just like everyone else in her class. The teacher is excited about the challenge she has been given and views the inclusion of the child as an opportunity that has resulted in sparking a smoldering flame inside of her. She has a renewed excitement and motivation to help all students in her kindergarten class develop to their fullest potential.

Instructional Lab

Contributed by Janet Walker, Bower Elementary School
Cleveland City Schools, TN

An instructional lab is a scheduled time period when students can come to the resource room to receive help with any class assignments. They come only when they need help but they may bring a regular education partner with them as long as this "uncertified" student gets no more time than the special needs student.

The instructional lab serves as a great incentive for classroom teachers. It validates their assignments and helps the resource teacher monitor modifications.

Monitoring and Building Awareness

Contributed by Susan Zenick, Gower Elementary School
Davidson County Metro Nashville Schools, TN

One strategy that has been successful is that of having the inclusion (special education) teacher circulate through the room monitoring inclusion student(s) and assisting as needed. The teacher(s) are better able to keep student(s) focused and ontask; to intervene when inappropriate classroom activity occurs, and to provide immediate feedback. This creates opportunities for special needs students to be successful.

One of the keys to the successful inclusion classroom is introducing the entire class of students to the concepts of "fair" and "equal" and "abilities" vs. "disabilities". Developing awareness creates an atmosphere of individuality. Students stop asking "why does Johnny only have to do five math problems, when I have to do 20?"

When students become desensitized to differences in individuals they become more accepting. One of the noted benefits of effective inclusion is fewer discipline referrals to the principal. Our teaching strategies in years past have been designed and implemented as if students have equal ability in every way. We are earnestly attempting to share our view that when we treat students as individuals with varied abilities, all students benefit. We are also "walking our talk" by showing each student that he/she is unique and has differences that are readily accepted.

James Wardell, Antioch High School, Davidson County Metro Nashville Schools, contributed a modification of a physical science test—chapters 17 and 18. We regret that we were unable to reprint the test.

RESOURCES

The *Prereferral Intervention Manual* (PRIM) available from Hawthorne Publishing in hard- and softbound editions, along with a computer program, describes a variety of strategies effective in dealing with a user-specified disability or problem such as behavior, listening, speaking, reading, writing, spelling, mathematics, interpersonal relationships, depression/motivation, rules and expectations, and group behavior.

Gregory, A. (1988). *Leaping into the classroom with music, movement, manipulatives, and colors*. Estill Springs, TN: ANet, Inc. 615/967-4328.

Appendix D

Effective Strategies from Virginia Teachers

Appendix D

EFFECTIVE STRATEGIES FROM VIRGINIA TEACHERS

Learning Adds Up

Contributed by Karen Armstead, Clara Byrd Baker Elementary School
Williamsburg-James City Schools, VA

Rules:

You may earn "dollars" for getting 100% on tests, extra credit homework assignments, and for good on-task behaviors. Dollars can also be taken away for negative behaviors, missed homework, etc. Each student starts out with $10.00. Students are given a "bank envelope" and the wall chart tracks their progress. Students receive Os for missed homework, etc. Five zeros equals a lowered grade on their report card. Zeros correspond to the -1s on the example wall chart below.

Sample Chart				
Student's name		September	October	November
	Homework	O O		
	Behavior			O
	Money Bank $10.00	+1 +1 +1 -1 -1 $10.00	+1 +1 +1 +1 $11.00	+1 -1 $15.00

Creating a Class Community

Contributed by Minnie Brewbaker, Gilbert Linkous Elementary School
Montgomery County Schools, VA

1. Praising a child's effort in trying to answer a question, work a problem, or offer a solution is especially effective, especially when done in front of everyone during class discussions. Finding a right answer is important, but students need to realize that it's their willingness to try that is most important. People don't always get the correct answer on the first try and seeing what others have tried can help. This strategy helps students become more willing to participate in class discussions and, hopefully, more accepting of different opinions and ideas.

2. To increase the feeling of class community, the teacher and the aides (or special education teacher) of included students should sometimes switch roles. Let the aide conduct some whole-class activities while the teacher works with the included students. During small group activities let the aide assist a group that does not have the included student. When students are doing independent work, the aide can sometimes circulate to help them while the teacher focuses on the included student. This avoids viewing the aide and the included student as a unit set apart within the class.

3. Use peer planning so that class members and teachers have a chance to voice concerns and work on solutions or action plans for a specific concern.

Special Educators as Liaisons

Contributed by La Nelle Brown, Yorktown High School
Arlington City Schools, VA

The structure of our integration program is based on a liaison model which requires a great deal of flexibility to be successful. I am the special education liaison for the social studies department. Four periods per day I work with five different teachers in the following courses: World History, United States/Virginia History, and United States/Virginia Government.

One of the most effective strategies I have employed involves research projects. First, the teacher and I meet to brainstorm types of projects that will provide a learning opportunity and a product for assessment suited to the particular topic. After selecting the type of project, we develop the parameters and a project timeline. Modifications or accommodations for a particular student are sometimes made at this point. Often I then go to the media center to work with staff to identify resource materials at different difficulty levels. On research days, I accompany the teacher and class to the media center.

I assist individual students in locating particular materials and sometimes demonstrate different ways to take notes or record information. For students with organizational or time management problems, I help them develop strategies to organize themselves. I sometimes make individual appointments for additional help beyond the class time. If the project has a group component, I try to facilitate the full participation of all students within the group setting. Sometimes, I am involved in the grading of the product. The individual teachers, media staff and even some students have indicated this individual assistance is one of the most useful functions I do for them.

Instructional Modifications

Contributed by Mary Carter, Anderson Education Center
Petersburg City Schools, VA

Strategies

Assist with study and test-taking skills

Teach students an organized approach to reading

Example: The SQ3R approach -

Survey

Question

Reading

Recalling

Reviewing

Prepare handouts and study guides

Peer Tutoring

Group Projects

Modify procedures for teaching note-taking skills (enhance ability to organize ideas or concepts, distinguish main points or ideas).

Use weekly/biweekly conferences with students to give assistance in any problematic area.

Delivering Appropriate Instruction

Contributed by Dana DeHart, Critzer Elementary School
Pulaski County Schools, VA

In a classroom with many special needs students, I find the following guidelines most effective in helping each student learn.

1. Meet individual needs. Adaptation is achieved by providing opportunities to meet many new situations, discriminate key elements, and formulate an appropriate response.

2. Direct instruction. This includes teaching the exact concerns; sequenced and systematic instruction and well organized assignments; setting clear and precise performance goals; frequent and direct feedback; practice until mastery. Model the skill.

3. Ensure success. Differentiate instruction. Provide students who are having trouble keeping up with the group with individualized instruction, peer tutoring, and cooperative learning, hold and communicate high expectations.

4. Evaluate in a positive manner. Accentuate the positive. Note correct responses and strengths. Provide suggestions for improvement.

Students do not learn at the same rate or come to school with the same set of readiness skills. Teachers must allow individual students time to master skills and become proficient. The strategies that have helped students feel most successful in my classroom are meeting individual needs, direct instruction, ensuring success, and to continuously evaluate students in a positive manner. Support is needed with each special needs child either in the classroom, one-on-one, or outside of the classroom.

The Balanced Approach to Assessment For Integrated Classes

Contributed by Sharon Garber and Gerry Collins, Wakefield High School
Arlington City Schools, VA

One of the most difficult problems facing the general educator and the special educator in an integrated, collaborative situation is how to assess the special education students. When special education students are totally integrated into a general education class, it is important that the standards that have been established by the general educator not be compromised, and yet some accommodations may be needed to facilitate the successful transition of these students.

In an effort to be fair to all the students, as well as to provide a framework for success, we designed a classroom management/academic evaluation tool that we refer to as *The Balanced Approach to Assessment*. The program consists of two major components; namely, Preparation/Participation and Academic Performance.

The Preparation/Participation portion of the grade is based on student responsibility. Criteria here include: 1) being in class daily and on time; 2) having all materials, including text, homework assignments. pencil/pen and notebook with paper; 3) following directions; 4) using only appropriate language in class; and 5) keeping hands and personal materials to oneself.

Students earned up to 30 points daily for the combined Preparation/Participation component depending on how well they had met the criteria. For each violation, five points are deducted. At the end of each week, student points are totaled and charted with a corresponding letter grade on a large display board in the classroom. During the first quarter, students who earned two consecutive weekly As are given a sticker that entitles them to two bonus points at the end of the quarter. These points can later be applied to their quarterly Preparation/Participation grades. A typical student entry on the chart might look like the following:

	Week #			
JOHN DOE	1	2	3	4
Point Total:	21	26	24	27
Grade Earned:	C-	B+	B-	A-

By charting and displaying the points, students are able to see how their attention to classroom expectations earns high marks, while failing to meet these expectations adversely affects their grades. It also has the added effect of making them more competitive with each other within the class, as well as across classes.

The Academic Performance portion of the grade is based on task completion (daily classwork and graded homework assignments), organization (notebook checks), and academic achievement (quizzes, tests, group project reports, and laboratory activities).

For the first quarter of each year both the Preparation/Participation and the Academic Performance components are weighted equally. Although this may seem unduly strong, we want students to understand that as they became more responsible their grades improve. A letter is sent to all the parents outlining our plan, and students are required to have these signed and returned to us. This reduces misconceptions about our design.

During the second quarter, students begin to take ownership by demonstrating responsible work habits. We change our percentages to 40% for Preparation/Participation and 60% for Academic Performance, putting more emphasis on the latter.

At the end of the semester we further modify the plan to put even more emphasis on the academic portion of the grade while maintaining a significant percentage for Preparation/ Participation. The balance for the remainder of the year shifts to 30% Preparation/Participation and 70% Academic Performance. Each time a change is made, inform the students of the reasons for the changes.

Although it may appear obvious that implementing a plan like this involves additional time and paperwork, we are not unduly burdened because there are two teachers in the classroom. With only one teacher it is still possible to manage, but the entry and display of daily grades and weekly averages requires extra time.

In summary, this tool was developed because we had concerns about how well the special education students would adapt to being fully integrated with their peers in a highly structured academic course (Biology). Fortunately, we observed that most students benefitted under this plan. It gave us a very concrete and clear way of assessing all students, not just the special education students, without compromising our high standards and expectations.

Picturing Behavior Consequences

Contributed by Lois Graham, Otter River Elementary School
Bedford County Schools, VA

One simple strategy can help prevent the opportunity for students to control a situation through arguing. Whenever a student breaks class rules, rather than discussing the event, have the student sit with you as you draw a simple picture to represent each step that occurred. Do not discuss anything as you are drawing. For a student who has persisted in talking out of turn, ignoring requests to raise his hand, drawings might simply be a repeated sequence of faces with speech bubbles followed by a teacher's raised hand. Complete the sequence with two drawings of what might happen next. One drawing might be a telephone and one could be a raised hand and a lunch tray. Once the drawings are complete, briefly and quietly explain exactly what each drawing represents. Close by informing the student that he/she has choices. For example, you might point out that the phone shows if the behavior continues you will call his home, but the hand and lunch tray indicate that if he remembers to raise his hand, he may still eat lunch with his class. During the explanation, if the student begins to argue just remove the drawing and state that you will only discuss it when he refrains from talking. Surprisingly, this strategy works very well for regular education and special needs students who remain quiet while the drawings are being explained. All students develop a more concrete understanding of appropriate behavior. The drawing time allows a cool down period and gives the teacher time to really decide appropriate consequences. I usually have the student keep the drawing on the corner of his/her desk to use as a reminder of what should occur next. Some teachers like to have the students sign the drawings as you would a contract and will then remove it once the student has shown that he is performing the desired behavior.

Simple Technology Assists Special Needs Learners

Contributed by Lois Graham, Otter River Elementary School
Bedford County Schools, VA

Having worked within inclusion classrooms for several years now, I have come to the conclusion that very simple strategies provide the most benefit to special needs students. In math allowing a student to use a calculator to check his/her own work proves to be motivating for the student while still allowing him/her to master basic skills. If the student misses a problem, he/ she then knows to try it again without teacher intervention. Immediate reinforcement also works with the use of a talking Spelling Ace, which allows students to type in spelling words and immediately hear the word, if they typed it correctly. If the word was spelled incorrectly, the student can check how to spell it and then try again. This forces the student to remember how to spell a word in order to be able to type the word and then hear it spoken on the Spelling Ace. Earphones may be provided so that students can work without disrupting peers. Using the Spelling Ace for practice also takes away the labor of having to write every word for students who are frustrated with writing or students who spend excessive time erasing their work.

Adaptations for Students with Significant Learning Needs

Contributed by Reva Hansen, Belview Elementary School
Montgomery County Schools, VA

It is important to include in class children who may not be reading or writing yet or who have extremely limited reading and writing abilities. Listed below are some suggestions on how this can work successfully and be educationally relevant to these students.

1. The novel can be read aloud to the student one-on-one or in a small group. Comprehension questions should be posed frequently during the reading.

2. Story strips or pictures can be drawn by the student or adult as the story progresses. This helps cue the learner into the story events and helps with review.

3. A picture dictionary of the characters and "things" within the story can be made and referred to when answering questions or writing about the novel (i.e. *Julie of the Wolves*; Julie, wolves, snow, knife, boots, trap, etc.).

4. A story booklet or comprehension booklet with pictures can be created. Picture cues can be very vital to content retention and understanding. The pictures can be recreated from the book, drawn by adults, peers, or the students, or cut out of magazines. Pictures are also available on graphic programs such as the Children's Writing and Publishing Center.

5. Involvement in Literature Circles is also possible for these learners with good pre-planning. The student can have an assigned role of a facilitator, recorder or time keeper, etc., with some adult or peer assistance. Also, peers can help prompt the student with questions written on index cards or from the text or other books.

6. Class novel activities will need to be adapted. They may be in the form of posters, 3-D scenes, mobiles, paintings, and many others. The key is having a final product that the student can communicate about using his/her own words or communicative methods.

7. When subjects within novels get fairly abstract for the learner, the staff member making the adaptations needs to decide which concepts are more important and concrete, or if the novel is able to be sufficiently adapted to match the learning needs of the child.

8. Novels used can be on a variety of levels. I have experienced great success using novels written for gifted students with students who have had very complex learning needs and required creative adaptations. After the adult has read the novels the class groups will be

studying, begin brainstorming ideas for the specific student, and then decide which novel is best suited for the student's learning style and personality.

9. If it is felt that the student cannot be part of any class novel, find other books on the same or similar topic(s) and design a project that will relate to what the class is researching.

10. HAVE FUN!!!! BE CREATIVE!!!! Do not stifle a child with your own limitations. Take risks and you will see that a child with significant learning needs can be included in classroom novels and really benefit from the stories, activities, and discussions.

Developed by and used with permission from Kenna M. Colley, Montgomery County Schools, Virginia.

Individualizing Curricular Adaptations

Contributed by Reva Hansen, Belview Elementary School
Montgomery County Schools, VA

1. Curricular adaptations must be based on a student's IEP and on the lesson plans of the general education teacher.

2. The general and special education teachers should consult on weekly plans so lessons can best meet the needs of all students.

3. A whole language, non-traditional approach has proven to be the most successful curriculum adaptation for students with disabilities.

4. Lessons that are hands-on and have a certain amount of movement and "planned chaos" are usually successful for a student who is fully included.

5. Each subject area should be addressed to see if it can become more meaningful for the student.

6. Many objectives can be worked on; they are embedded in the curricular lessons and activities.

7. Team meetings may be necessary to look at additional activities for the student to participate in if the content is too difficult or meaningless to the student.

8. CREATIVITY is necessary!!!!

9. Sometimes, the activity may be necessary for the student even if it is not very relevant to the adults (i.e. writing when others are).

10. Try to plan peers into the adaptations to make lessons inclusive and meaningful for everyone.

Developed by and used with permission from Kenna M. Colley, Montgomery County Schools, VA.

Alternatives to Full Inclusion

Contributed by Jack Hencke, Blacksburg High School
Montgomery County Schools, VA

1) Providing a "pullout strand" as an alternative is an important service for students who "don't make it" in regular classes. At Blacksburg High School, several students who had been self-contained their entire school careers made it clear that they (and their parents) did not want to try inclusion. Many of these students were labeled Educationally Disabled (ED). The "pullout strand" serves these "opt out" students and also students that fail in regular classes during the year, generally for behavioral reasons.

2) Adding resource services during study halls, conducted by special educators, helps reach special needs and regular education students. A system to funnel assignments to study hall support people is critical.

3) "Therapeutic Bounce" permits a student who has pushed rules and limits to the point that the regular teacher needs him/her out of the room for a length of time (one period - several weeks) to avoid expulsion/suspension. Having an "unencumbered" inclusion specialist and the "pullout strand" available gives us a place and person to deal with these children. The length of "bounce" and a plan for reentry must be included as agenda items for the IEP conference in which removal from a class is discussed.

Facilitating Inclusion Meetings

Contributed by Beth Heroux and Alysia Furr, Mt. Daniel Elementary School
Falls Church City Public Schools, VA

Strategies used for successful inclusion of students with moderate to severe disabilities into kindergarten and first grade classrooms include:

- The need for ongoing team collaboration is essential for successful inclusion of students with disabilities. Each classroom team consists of a regular education teacher, a regular education paraprofessional, and a special education paraprofessional, as well as support from a special education inclusion facilitator, speech pathologist, occupational therapist, and physical therapist. The team participates in ongoing structured team collaboration through weekly or biweekly inclusion meetings. The discussions revolve around problem solving classroom and family issues and curricular or environmental adaptations needed for upcoming activities. An agenda is circulated prior to the meeting. The inclusion facilitator chairs the meeting (see attached agenda).

- The use of an IEP goal matrix within the classroom has proven effective. Each student's objectives and daily activities are listed and conveniently located for all staff members to review. The matrix assists the regular education teacher and paraprofessional in targeting specific objectives within their instruction (see attached matrix form).

INCLUSION MEETING AGENDA

MEETING DATE

Please fill in agenda items and pass to next person on list. Beth should be last person to receive agenda before weekly meeting. Thanks.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Room 4 Meeting (Tuesdays 12:30 p.m.)

Alysia/Mary Anne ____

Karrie ____

Sharon ____

Kathy ____

Aurora/Kathy ____

Beth ____

ACTIVITIES MATRIX

Student _____ Grade _____ Date _____

Alternative Activities Listed by Number																						Other Activities	Home/ Family
REGULAR EDUCATION ACTIVITIES																							
Length of Time for Activity																							
Fundamental Values																							
General Ed. Content																							
Curriculum Adaptations																							
Accommodations																							
SKILL AREAS																							

Reprinted with permission from Fox, T., & Williams, W. (1991, October). *Implementing Best Practices for All Students in Their Local School: Inclusion of All Students Through Family and Community Involvement, Collaboration, and the Use of School Planning Teams and Individual Student Planning Teams.* Burlington, VT: University of Vermont, The University Affiliated Program of Vermont.

Developing Study Skills and Organization

Contributed by Mary Beth Holton, Giles County High School
Giles County Schools, VA

Subject Notebooks*

In our Educable Mentally Handicapped (EMH) department, we have compiled notebooks for each of the following subjects: Health-boys, Health-girls, First Aid-boys, First Aid-girls, Driver's Education. Included in these notebooks are teacher notes, highlighted text material, study sheets, worksheets, and practice tests and quizzes. We have both a teacher edition and a student edition. The teacher editions include answers to all study sheets, worksheets, tests, and quizzes. These have been invaluable materials to have at hand for use by all special education students and teachers.

Driver's Education*

In addition to the above notebook, each of the chapters in the driver's education text has been audio recorded. Students are able to listen to the tape as they follow along in the text book. Tapes may be checked out in preparation for a test or quiz. A study guide is prepared for each chapter of the text. The chapters are summarized in simple language using the appropriate driver's education terms. Important ideas are highlighted. Individual notebooks are compiled. Students may check them out or use them in class as needed.

* These materials were compiled by our special education integration assistant.

Basic Skills Classes

These classes have been set up to help students be successful in academic classes. Students report to class with assignments from their inclusive classes. Assistance is given with homework, study skills, test/material review, reading, comprehension of newly presented material, computer skills, math, and writing skills. The notebooks compiled for health, first aid, driver education, and science are a great asset for this class. Often, other teachers will relate assignments to the basic skills teacher so that the student can have individual help. Students earn their grades by bringing the proper materials to class and working on their assignments. One basic skills teacher has her students choose two classes to base their grades on. They concentrate on these subjects in basic skills. At the end of the grading period, these two grades are averaged together to obtain the basic skills grade.

Note-Taking, Study Guides, and Test Modifications

Contributed by Mary Beth Holton, Giles County High School
Giles County Schools, VA

As a special educator I attend classes with included students on a daily basis, take notes, assist with class assignments, and help with behavior. The class notes, the written record of content, are typed and collated along with the appropriate study guides developed from this material. The special education department maintains files of this information ready and available for each year's students. The study guides are made available to all students in the class.

A test modification I have found to be effective uses matching exercises arranged in groups of five. This helps the special needs students focus on a few questions at a time. Also, the matching items are designed so that the definition is on the left and the vocabulary word or term is on the right. When reading the test orally to students this enables the words or terms to be read more like a multiple-choice question. It also makes responding more manageable. A word bank is included for completion questions.

Because most of these students are in classes with me at some other time during the day, I am able to help with homework assignments and review for quizzes and tests. This extra amount of time has been most beneficial to the students.

Multiage Grouping

Contributed by Patty Johnson, Stewartsville Elementary School
Bedford County Schools, VA

The primary multiage program at Stewartsville Elementary School in Bedford County, Virginia, is an ideal setting for the inclusion of identified special education students.

The methods used include hands-on materials, cooperative groups, and real-life experiences. These methods allow special students to accentuate their strengths instead of focusing on their weaknesses.

For 30 percent of the school day, the students are grouped according to their needs or abilities. Six-, seven-, and eight-year-old students are commonly in the same ability group. Ability groups are flexible and changes are usual. As groups are multiaged for most activities during the school day, there is no stigma attached to lower-ability groups. Additionally, this practice is especially well suited to the learning disabled student who excels in one area but is disabled in another as he/she is able to be challenged at an appropriate level.

Since the multiaged program encompasses instruction at developmental levels, the special education teacher does not need to modify lessons to suit weaker students. Such lessons often set the special education students apart because their work looks different from the rest of the class. The special education teacher is able to spend time on other tasks.

While the socialization benefits of inclusion are superior, the multiage program provides even greater benefits. Opportunities to help a younger or less able student are frequent. Furthermore, the variation of ages encourages students to naturally accept the strengths and weaknesses of others.

Teacher Behaviors That Contribute to Effective Teaching

Contributed by Tammy Maxey and Rebecca Simpson, Amelia County Middle School
Amelia County Schools, VA

The effective teacher:

1. Encourages students to communicate openly.
2. Describes the situation rather than the character or personality of the student when handling a problem.
3. Expresses his/her true feelings and attitudes toward students.
4. Makes his or her expectations clear to students.
5. Reinforces appropriate student behaviors.
6. Trains students to perform leadership functions and shares leadership with them.
7. Listens attentively to students.
8. Accepts students as persons of worth.
9. Does not behave in a punitive or threatening manner.
10. Displays an awareness of what is going on in the classroom.
11. Praises the accomplishments of the group.
12. Uses expressions indicating that the students constitute a group of which he or she is a member.
13. Elicits and accepts student expressions of feelings.
14. Clearly communicates appropriate standards for student behavior.
15. Clarifies the norms of the group.

16. Provides students with opportunities to work cooperatively.

17. Ignores inappropriate student behavior to the extent possible.

18. Encourages the establishment of productive group norms.

19. Does not ridicule or belittle students.

20. Does not encourage student competition.

21. Communicates an awareness of how students feel.

22. Respects the rights of students.

23. Accepts all student contributions.

24. Guides students in practicing productive group norms.

25. Encourages and supports individual and group problem solving.

26. Provides students with opportunities to succeed.

27. Removes students from rewarding situations or removes rewards from students in the event of misbehavior under certain circumstances.

28. Initiates, sustains, and terminates classroom activities with smoothness.

29. Directs attention toward the group rather than toward the individual during the general classroom activities.

30. Allows students to experience the logical consequences of their behavior when physically safe to do so.

31. Praises the accomplishment of the student rather than the student himself or herself.

32. Accepts students and encourages students to be accepting of one another.

33. Promotes group morale by helping students engage in total class activities.

34. Makes use of "time out" to extinguish inappropriate student behavior.

35. Uses nonverbal communication that supports and is congruent with his or her verbal communication.

36. Promotes group unity.

37. Encourages students to use time wisely.

38. Trains students to behave appropriately in the teacher's absence.

39. Displays the ability to attend to more than one issue at a time.

40. Discusses issues with students rather than arguing with them.

41. Accepts a productive level of noise in the classroom.

42. Is nonjudgmental in discussing problem situation.

43. Anticipates certain types of problems and works to prevent them.

44. Respects student privacy.

45. Treats students as persons capable of dealing with their own problems.

From Cooper, J. M. (Ed.). "Classroom Management" in W. A. Weber's *Classroom Teaching Skills: A Workbook*, pp. 237-239. Copyright © D. C. Heath and Company. By permission of Houghton Mifflin Company.

Preliminary Points of Discussion Prior to Co-Teaching

	Decisions Reached
General Background About Each Other ☐ discuss teaching philosophy, styles, procedures ☐ discuss likes, dislikes; strengths, weaknesses ☐ discuss student expectations ☐ discuss tolerance level for noise, behavior, etc. ☐ discuss whether OK to call each other at home	
Instructional Planning ☐ locate a place that is free from distractions ☐ designate a time to meet, and don't bend on it ☐ develop both long-range and short-term plans ☐ plan on an on-going basis; debrief after each session ☐ change in mid-stream, if necessary ☐ delineate roles and responsibilities clearly	
Classroom Management ☐ review school and class discipline plan ☐ discuss classroom rules and procedures (Bathroom/water breaks, pencil sharpening, etc.) ☐ identify consequences for appropriate and inappropriate behaviors ☐ discuss authority level	
Paperwork ☐ discuss who will correct what ☐ discuss where corrected work will be placed ☐ determine who will record data ☐ discuss how to deal with make-up work ☐ discuss and monitor IEP's on an on-going basis	
Evaluation • student ☐ discuss grading policies and procedures ☐ discuss homework policies and procedures • peer to peer ☐ reinforce each other's efforts, be positive ☐ evaluate your efforts on an ongoing basis ☐ collect student data to determine program effectiveness	
Parental Contact ☐ discuss when and how to share co-teaching with parents ☐ determine who will contact parents about concerns	

Reprinted with permission from *Collaborative Teaching Workbook*, Chesterfield, VA: Chesterfield County Virginia Schools

Additional Things to Consider When Co-Teaching

- ☐ become aware of the physical environment within the classroom
- ☐ familiarize yourself with the equipment
- ☐ if you are unsure or unclear about anything, ask your co-teacher
- ☐ review the schedule; learn the routines
- ☐ familiarize yourself with all students in the class
- ☐ be willing to help any student in the class; don't single out special ed students
- ☐ become very familiar with the curriculum
- ☐ clean up after yourself
- ☐ discuss access to files, desk, extra worksheets, etc.
- ☐ keep copies of worksheets, transparencies, etc. File for future use
- ☐ document your efforts (keep a journal, document student grades with and without co-teaching, etc.)
- ☐ be realistic about your time constraints; don't promise more than you can deliver
- ☐ be on time for class
- ☐ observe one another's teaching; learn all you can from your co-teacher
- ☐ don't come across as the expert; respect your co-teacher's expertise as different but equal to yours
- ☐ share your concerns early; don't let them build until you explode
- ☐ don't share concerns in front of students
- ☐ let your co-teacher know you appreciate his/her efforts (praise, little gifts, thank-you notes, etc.)
- ☐ when you negotiate with your co-teacher or make curriculum modifications, remember: Start Small, Move Slow, Think Before You Act

Adapted from *Basic Tips for Effective Co-teaching*, J. Bauwens, 1990.

Adaptations for Collaborative Teaching

Tammy Maxey and Rebecca Simpson, Amelia County Middle School
Amelia County Schools, VA

These adaptations will be made on a daily basis or as needed for Educationally Disabled (ED) and Learning Disabled (LD) students in Collaborative Science and Social Studies. Additional adaptations may be made on various units. These adaptations will be added to plans as they occur.

1. Provide information visually and auditorily.
2. Praise. Find something positive to say about work.
3. Give a second chance. Provide opportunities to correct responses on tests and resubmit for a second grade.
4. Use circles instead of Xs.
5. Break down work. (Spelling - do ten words instead of 20; Science and Social Studies - use a word bank and break test into small sections)
6. Be specific. (Example question: Who is Columbus? A better question is: Name two facts about Columbus.)
7. Print.
8. Only grade spelling, punctuation, and capitalization in English class.
9. Give credit for oral participation.
10. Seat student in an area with few distractions.
11. Provide a highly structured atmosphere.
12. Adapt grading, if needed.
13. State directions clearly and in close proximity to LD students.
14. Have students highlight key word in notes.

15. Encourage students to keep notes organized.

16. Encourage students to stay on-task in class.

17. Orally read lessons.

18. Have oral question-and-answer time.

19. Review concepts in LD room.

20. Give individual assistance on worksheets and quizzes.

21. Give extra time for graded assignments in class or LD room.

22. Read tests orally.

23. Use review games.

24. Make models and visuals of concepts.

25. Use mind mapping and visual note-taking devices.

26. Use special education suggestions in textbooks.

27. Simplify vocabulary terms.

28. Review, review, review!!!

Additional Adaptations For This Unit:

1.

2.

3.

Teacher Contact Sheet

Tammy Maxey and Rebecca Simpson, Amelia County Middle School
Amelia County Schools, VA

Week of _____

I would like to assist you in meeting the needs of your LD/ED students. Please list any incomplete assignments, upcoming tests/projects, and any area on which you would like me to work with the students.

_____
Monday

_____
Tuesday

_____
Wednesday

_____
Thursday

_____
Friday

_____
Comments:

Due on Monda
Thanks,

Inclusion Communication Sheet**
Non-Categorical Class

Contributed by Sandra Merritt, Bedford Primary School
Bedford County Schools, VA

Student's Name _____

Teacher's Name _____ Date _____

Theme of Week Books/Stories	Reading	Math
Social Studies Science	Socialization	*Schedule Changes
Additional comments:		

* Please note field trips, assemblies, resource speakers, etc.:

GROUP WEEKLY INCLUSION INFORMATION Week _____

	Reading Readiness	Math Readiness
Amber		
Shawn		
Derek		
Danny		
Erica		
Jessica		
Chris		

**By working together to complete these forms, collaborating special and regular education teachers can better prepare for wise use of instructional time.

Sensory Defensiveness

Contributed by Sandra Merritt, Bedford Primary School
Bedford County Schools, VA

Wilbarger Technique

The TIE test is used for determining if a child has tactile defensiveness and if he/she would benefit from the technique. It takes about 10 minutes to administer.

Talk with parents about the technique and view the VCR tape of Wilbarger Seminar. Parents should attend an instruction session with the child.

One of my students found herself periodically distracted by her shoes and socks, sometimes by her fingertips. She would not let me touch her fingers when we were counting. She had two weeks of this intensive treatment at home and in school and was proud that I could touch the bottom of her feet or her fingertips and it did not bother her. This helped her to concentrate in the regular classroom, no more foot or finger distractions. It was disruptive to my schedule to have to stop and do this every two hours for two weeks, but it was worth the trouble.

Additional resources on tactile defensiveness:

Baranek, G. & Berkson, G. 1994. Tactile defensiveness in children with developmental disabilities: Responsiveness and habituation. *Journal of Autism and Developmental Disorders, 24*(4), pp. 457-471.

Sears, C. J. 1994. Recognizing and coping with tactile defensiveness in young children. *Infants and Young Children, 6*(4), pp.46-53.

Modeling Social Behaviors

Contributed by Sandra Merritt, Bedford Primary School
Bedford County Schools, VA

The noise level and the activity of the many students in the cafeteria appeared to disturb one of my special needs students to the point of total inability to cope. He would scream, wiggle, push others, spit, bounce in his seat, not eat, and not respond to correction by those monitoring the cafeteria.

I arranged my schedule so that I had my lunch at his scheduled time, and for the first semester we ate in my classroom (just the two of us). We had pleasant conversations and, also, talked about how to eat--why we take small bites, why we sit to eat (I do not think that he had ever really sat down to eat), how to use a knife, etc. Just before winter break, I began talking about his beginning to eat with his class again, and promised him that we would do it after vacation.

We began in January, just two days per week in the cafeteria with his class. I sat with the class too, and we began to have very "deep" conversations at lunch with all of the students around us. In February we began lunch every day with his class. Then I began to move away from him and sit with others in the class. By March, I sat at a distant table within view of him and would leave to run errands or make telephone calls during part of the lunch period. In April, I was out of the lunch room for my lunch, and he was able to maintain acceptable behavior at lunch.

Adjusted Spelling Program

Contributed by Judy Nelson, Dublin Middle School
Pulaski County Schools, VA

The most effective inclusion strategy developed by my Learning Disabled (LD) teaching partner and myself is an adjusted spelling program. Our heterogenous sixth grade classroom included eight inclusion learning disabled students, three Talented and Gifted students (TAG), one Chapter 1, and a variety of abilities in between, for a total of 27.

Spelling lessons begin on Monday with each child selecting and defining one word chosen from a classroom novel, current events, science, or social studies units. This becomes our classroom list of 27 words.

Each student makes a list of the words he or she believes can be mastered by Friday. There is no minimum number of words. Some LD students choose as few as three in the beginning. By April no one is taking fewer than ten. The collaborating teachers check students' original lists to verify correct spelling and prevent adjustment of the list as Friday nears. The list must be turned in with the spelling test on Friday. All students add words from their personal lists of frequently misspelled words listed on a special page in the back of their writers' notebooks.

On Tuesday each student draws a number from a cup containing pairs of numbers sufficient for the class total. Students with matching numbers will be "buddy study" partners for pair tutoring that week. Students study ten minutes per day.

To offer an opportunity for advanced students, the complete list of 27 words is called out to those who wish to "challenge" the test. Usually between five and nine students choose to do so. Students who miss no words have "choice time." Those missing no more than eight words receive a Wordpower list. This list is taken from the vocabulary development page of *Readers Digest* by the same name. These students' lists include any words missed on the original list as well as up to ten words from the Wordpower list.

Developing Note-taking Skills

Contributed by Heidi Wagner, Kenmore Middle School
Arlington City Schools, VA

I teach in a seventh grade social studies class. There are 16 regular education students and eight special education students, the regular education teacher, and me. To facilitate the note-taking process we use direct instruction in the beginning of the year including modeling the use of graphic organizers and demonstrating and practicing three methods of note-taking: sequential outline, webbing , and the Cornell Method. As the year progresses I provide partially filled-in class notes for my students and any students experiencing difficulty with the process. Some students need additional adaptations such as a completed model that they can copy. This is particularly effective for those students who experience difficulties in processing, especially in copying from the board, those students who are still having difficulty learning English, and for Attention Deficit/Hyperactivity Disorder (AD/HD) students who lose attention during such activities. Students with severe visual-motor deficits seem to learn more when given a copy of the notes with the expectation that they listen to the lecture/discussion. Then they have the notes to review for tests, but don't become frustrated or waste too much time trying to copy. At the end of a unit we grade each student's binder based on the number of daily class notes that were kept by the student. We believe this encourages responsibility. Since the students are still learning that the purpose of notes is to assist them with remembering the material to use for a test or paper, the strategy is useful for encouraging them to use the notes. (In the past we found they frequently "lost" the notes before the unit test.)

Focusing on Improving Behavior

Contributed by Dianne Wagoner, Auburn Middle and High School
Montgomery County Schools, VA

Dealing with student behaviors in the classroom is an issue that seems to come up in most discussions surrounding inclusion. At Auburn Middle and High School, teachers have found that through sharing the "ownership" of students and planning together regarding persistent problems, our student success rate and teacher satisfaction, morale, and comfort zone are greater.

When persistent problems exist a meeting is called by the student's case manager, a school administrator, guidance counselor, any classroom teacher, the parents, or the consulting special education teacher. We have found that by scheduling a meeting with everyone significant in the student's day, ownership is shared.

We have modified William Glasser's model (1965, 1969) described in *Reality Therapy* and *Schools Without Failure* for our teacher planning problem-solving meeting. During our 30-minute meetings, we've found that most problems can be solved.

Everyone has a role. The meeting is usually facilitated by the consulting teacher or the student's case manager. The Behavior Planning Focus Sheet (below) is used as a focus for the plan. The discussion is recorded on the Issue Action Plan (below). The problems are clearly listed with the proposed solutions, specific responsibilities are assigned, and a copy is then given to everyone involved.

If the plan does not work, we continue to evaluate our progress and to modify. By focusing on the actual behavior and its causes, we are able to deal more quickly with the problem itself and not become burdened by the "fall out." With shared problem-solving like this everyone walks away with a plan, their role, and more focused strategies for dealing with the behaviors of all students.

BEHAVIOR PLANNING FOCUS SHEET

Contributed by Dianne Wagoner, Auburn Middle and High School
Montgomery County Schools, VA

Student:

Behavior Description:

Look at the behavior. Describe the problem. Give the people concerned a chance to state their feelings. Allow them to give possible reasons. Clarify the problem. Accept their feelings. Examine current methods for dealing with the problem. Are these methods working? Examine what the behavior is accomplishing for the student. Is it disturbing others? Is it against the rules?

How Often Does The Behavior Occur?

Recognize patterns. When is it happening? Time of day? Day of week? Around whom?

Possible Reasons For Behavior:

What need is it fulfilling? Avoidance _____ Control _____ Escape _____ Coping _____
Redirecting _____ Attention _____ Others (please specify) _____

What Is The Behavior Communicating?

What is the desire?
What is the goal?

Decision:
Brainstorm alternatives. Evaluate possible outcomes.

Describe your plan:

Brainstorm alternatives. What can we do differently? Evaluate possible outcomes. Agree on solutions. What do you need to do? What do you need assistance with? Assign roles.

What Are You Going to Do When The Behavior Occurs?

Review the plan.

How Are You Going to Keep Track of Student Progress?

Plan follow-up action to monitor and evaluate plan success. How will you know if the proposed solution works?

ISSUE/ACTION PLANNING FORM

Contributed by Dianne Wagoner, Auburn Middle and High School and
Reva Hanson, Belview Elementary School
Montgomery County Schools, VA

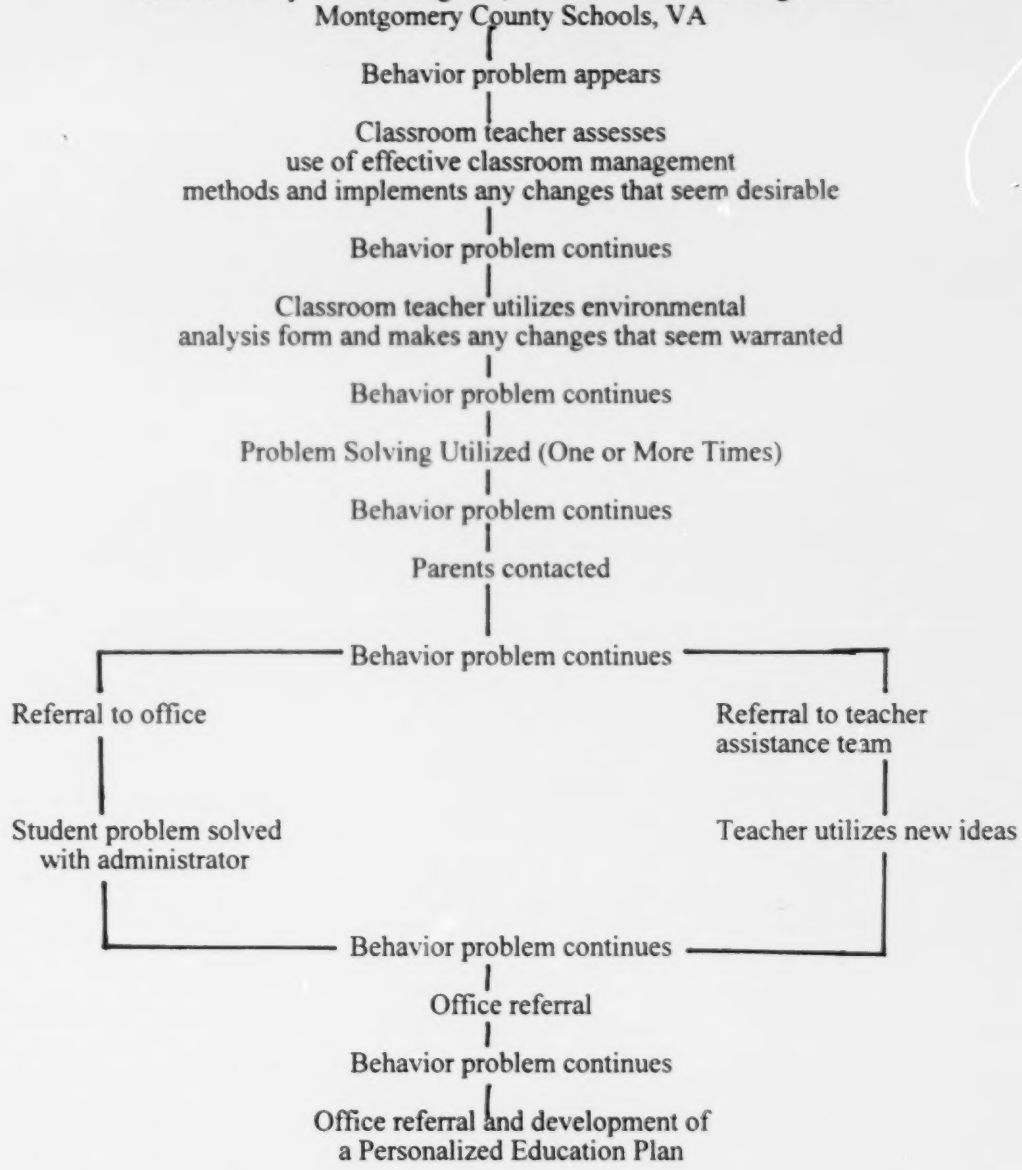
STUDENT: _____ DATE: _____

TEAM MEMBERS PRESENT: _____

ISSUE	PLANNED ACTION	PERSON(S) RESPONSIBLE

BEHAVIOR INTERVENTION SEQUENCE

Contributed by Dianne Wagoner, Auburn Middle and High School
Montgomery County Schools, VA


Behavior problem appears
Classroom teacher assesses use of effective classroom management methods and implements any changes that seem desirable
Behavior problem continues
Classroom teacher utilizes environmental analysis form and makes any changes that seem warranted
Behavior problem continues
Problem Solving Utilized (One or More Times)
Behavior problem continues
Parents contacted
Behavior problem continues
Referral to office
Referral to teacher assistance team
Student problem solved with administrator
Teacher utilizes new ideas
Behavior problem continues
Office referral
Behavior problem continues
Office referral and development of a Personalized Education Plan

"Behavior Intervention Sequence" from *Schools Without Failure* by William Glasser, M.D. Copyright © 1969 by William Glasser. Reprinted by permission of HarperCollins Publishers, Inc.

Glasser's Problem-Solving Method

Contributed by Dianne Wagoner, Auburn Middle and High School
Montgomery County Schools, VA

Step 1: Be warm and personal and willing to become emotionally involved, "I am glad you're here and I care about you as a person and a learner."

Step 2: Deal with the present behavior
"What did you do?"

Step 3: Make a value judgement
"Is it helping you?"
"Is it helping others?"
"Is it against a rule?"

Step 4: Work out a plan
"What can you do differently?"
"What do you need me to do to help?"
"Do you need any assistance from others?"

Step 5: Make a commitment
"Are you going to do this?"

Step 6: Follow up
"Let's check later and see how the plan worked."

Step 7: No put-downs but do not accept excuses
"It's OK, let's keep trying. I trust that you can develop a plan that will work."
"I know things happen, but you made a plan. Do we need a new plan?"

"Problem-Solving Method" from *Schools Without Failure* by William Glasser, M.D. Copyright © 1969 by William Glasser. Reprinted by permission of HarperCollins Publishers, Inc.

Smaller Class Size Strategy

Contributed by Caryl Williams, Tuckahoe Elementary School
Arlington City Schools, VA

Do special needs students benefit from regular education classes? Yes.

Does this present a greater challenge for the teacher? Yes.

Should class size remain the same, be larger, or smaller? Success for all students means teachers are given smaller-than-normal classes and certainly not a larger one.

Integration of verbal and visual communication skills can be taught with perception first in a problem solving format. Bring in real things for children to see and absorb. Ask them to communicate visually and verbally while teaching the skills for such communication. Then use a problem solving format to both challenge students and allow for a greater range of solutions.

Note: Dorothy Narodny, Bedford Primary School, Bedford County Schools, VA, contributed a survey of 12 teachers at her school on the subject of inclusion. We regret that due to space limitations we are unable to include the survey. For information on the survey and how the results were used, contact Dorothy Narodny, Bedford Primary School, 807 College Street, Bedford, VA 24523; 703/586-8339.

Appendix E

Effective Strategies from West Virginia Teachers

Appendix E

EFFECTIVE STRATEGIES FROM WEST VIRGINIA TEACHERS

Team Teaching and Testing Modifications

Contributed by John Aliveto and Julie Sheehan, Midland Elementary School
Randolph County Schools, WV

Team teaching is a strategy that has proven successful in our inclusion model. The special education and regular education teachers are both responsible for the instruction, grading, and planning for all students. Special needs students are included in all regular classes as deemed appropriate by the Placement Advisory Committee. Work expectations are the same for all students, but grading is adjusted according to student ability—gifted, learning disabled, or mentally impaired. With advance explanation of the program, students and parents have not questioned the grading of another as different or unfair.

Having two teachers in the classroom enables us to form specialized groups for skill reteaching or enrichment and for testing. We work together to determine the appropriate questioning and testing methods that insure success for the majority of students. Student self-esteem, social development, and learning have increased with team teaching and inclusion.

TEN KEY STRATEGIES FOR INCLUDING DISABLED STUDENTS & REACHING "GRAY-AREA" LEARNERS

Contributed by Marjorie Bauer,
Cabell County Public Schools, WV

1. PROFESSIONAL PEER COLLABORATION TEAMS with an emphasis on pre-referral assistance

**School-Based Assistance Team (SBAT)
**Teacher Assistance Team (TAT)

2. PROFESSIONAL PEER COLLABORATION PAIRS

**Collaborative Consultation
**Cooperative Teaching (Co-Teaching)
3 ways to implement:
(1) complementary instruction
(2) supportive learning activities
(3) team teaching
**Any Combination of these two which may also incorporate some "pull-out" periods

3. COOPERATIVE LEARNING

4. PEER TUTORING

3 ways to implement:
- (1) cross-age
- (2) same-age
- (3) disabled & non-disabled tutoring each other

5. OTHER STRATEGIES TO CHANGE ATTITUDES & DEVELOP PEER SUPPORTS

- (1) Peer Buddies
- (2) Circle of Friends
- (3) Simulations
- (4) Curriculum Materials
- (5) M.A.P.S.

6. PARTIAL PARTICIPATION

7. REVERSE MAINSTREAMING

8. COGNITIVE / LEARNING & STUDY SKILLS STRATEGIES

**These critical strategies target the learning-disabled, gray-area, and regular student.

**These incorporate techniques such as P.O.S.S.E. (Predict, Organize, Search/Summarize, Evaluate)

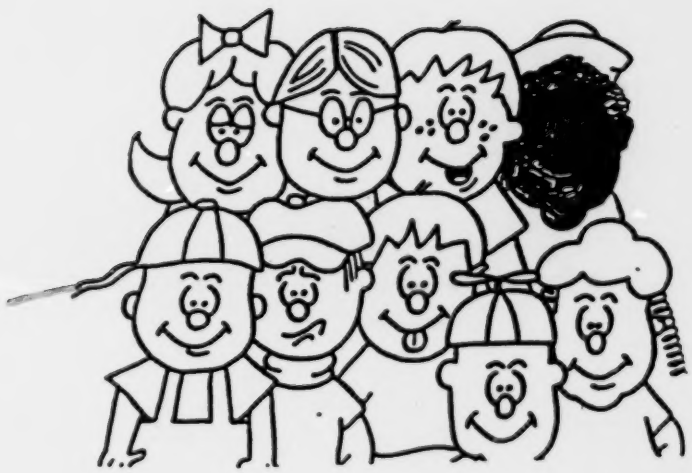
and activities such as advance organizers to facilitate learning for ALL students.

9. TECHNOLOGY

**Assistive Devices
**Delivery of Computerized Instruction

10. DIRECT INSTRUCTIONAL STRATEGIES FOR BASIC SKILLS DEVELOPMENT

**One critical example is specific phonics instruction.



SEVEN CRITICAL FACTORS which affect the appropriate implementation of more inclusive strategies:

CRITICAL FACTOR #1: **BUILDING PRINCIPAL ACTIVE INVOLVEMENT & SUPPORT**

CRITICAL FACTOR #2: **ATTITUDE toward "change"**

CRITICAL FACTOR #3: **TIME for planning and collaboration**

CRITICAL FACTOR #4: **ADDITIONAL SUPPORT PERSONNEL: Teachers, Paraprofessionals, Volunteers**

CRITICAL FACTOR #5: **CURRICULUM & INSTRUCTION ADAPTATIONS**

CRITICAL FACTOR #6: **CLASS SIZE REDUCTIONS--Especially in the primary grades, K-3 (22 or less)**

CRITICAL FACTOR #7: **IN-SERVICE TRAINING**

Contributed by Marjorie Bauer,
Cabell County Public Schools, WV

Figure 2: Nine Types of Adaptations

Size	Time	Level of Support
Adapt the number of items that the learner is expected to learn or complete. *For example:* Reduce the number of social studies terms a learner must learn at any one time.	Adapt the time allotted and allowed for learning, task completion, or testing. *For example:* Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.	Increase the amount of personal assistance with a specific learner. *For example:* Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.
Input	**Difficulty**	**Output**
Adapt the way instruction is delivered to the learner. *For example:* Use different visual aids, plan more concrete examples, provide hands-on activities, place students in cooperative groups.	Adapt the skill level, problem type, or the rules on how the learner may approach the work. *For example:* Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.	Adapt how the student can respond to instruction. *For example:* Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands on materials.
Participation	**Alternate Goals**	**Substitute Curriculum**
Adapt the extent to which a learner is actively involved in the task. *For example:* In geography, have a student hold the globe, while others point out locations.	Adapt the goals or outcome expectations while using the same materials. *For example:* In social studies, expect a student to be able to locate just the states while others learn to locate capitals as well.	Provide different instruction and materials to meet a student's individual goals. *For example:* During a language test one student is learning computer skills in the computer lab.

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Reprinted with permission from Deschenes, C., Ebeling, D., & Sprague, J. (1994). *Adapting Curriculum and Instruction in the Inclusive Classroom: A Teachers Desk Reference.* Bloomington, IN: Indiana University, Institute for the Study of Developmental Disabilities.

Strategies for Increasing and Improving Collaboration Time

Contributed by Marjorie Bauer,
Cabell County Public Schools, WV

Time for collaboration may be more important in change efforts than staff development, equipment, or facilities. Time has emerged as the key issue in every analysis of school change appearing in the last decade! If we are to be serious about the appropriate implementation of inclusion in our schools, we must establish legitimate professional planning time for the process. However, one of the most common complaints of teachers trying to integrate students with disabilities is the difficulty in finding enough time to talk and collaborate with team members.

Listed below are 16 ideas, which are relatively low-cost strategies, for increasing the amount of time that both classroom teachers and support staff have to collaboratively plan and problem-solve with each other. Critical to all of these strategies is the support and commitment of the school principal. Obviously, not all of these suggestions may be applicable to each teacher's situation, but they just might be a step in the right direction.

Time Strategies

1. One popular and effective strategy involves the use of substitute teachers. Once or twice per month a "Collaboration Sign-Up Sheet" is placed in the office, with the daily schedule written down the side of the form, in half hour blocks of time. Teachers and support staff sign up in pairs for the time period that is best for them, and can sign up for more than one block if necessary. The school then brings in two substitute teachers for a day or half a day, depending upon the need. The substitutes cover for short blocks for each of the teachers on the schedule. While this option is fairly inexpensive, the cost can be decreased by bringing in one substitute teacher instead of two. In this case, one of the two staff members meets on a preparation or free period, while the substitute relieves the other. The following month the two staff members may switch so that the same person is not regularly using his or her preparation period. Most schools find the cost associated with this strategy minimal in exchange for the benefits. Although teachers appreciate the time generated through the use of substitutes, they often complain that preparing lesson plans for substitutes sometimes takes as much time as the time "freed up." One school found a substitute who developed an art lesson for several grade levels with modifications for students with disabilities. This cut down on the time teachers needed to prepare for substitutes in order to have planning time.

2. Another strategy for finding extra collaboration time is through classroom doubling. When two teachers in the same grade are doing a similar lesson with their students, the two classes are merged for that period. This can allow one of two teachers to be free for a short time. If these types of doubling activities are scheduled regularly once or twice per month, it is usually possible to plan for a parent volunteer to be present at that time. However, even with the volunteer's help, it is usually best to plan a lesson that is fairly simple to manage for such a large group of children.

3. Another method used in many schools is very simple—asking someone else to cover a class for a short period of time. First, make a list of all of the professionals in the building who do not have full-time classroom responsibility. This list usually includes the principal, psychologist, social worker, guidance counselor, special education supervisor, and speech, occupational, and physical therapists. Now, if the list contains at least four names, and if each of these individuals were asked to teach one lesson per month, you would have a great start toward developing some collaboration time. Unfortunately, many teachers' reactions to this strategy is to think that these people do not want to be bothered. On the contrary, experience has shown that most of these individuals are energized by the teaching opportunity.

4. Students participate in volunteer community service activities each Wednesday afternoon. With the help of the program's community service coordinator, each student has a semester-long assignment of providing some service function in the community—for example, helping in a legislative office, a teenage treatment facility, or an animal rescue group.

5. Service learning is currently being used to create teacher collaboration time (item #4 above) but it has even broader potential for doing so. For instance, although service learning programs are usually confined to high schools, they can also be used at middle and even elementary school levels. In light of the increasing popularity of service learning and the demonstrated benefits to those who provide the services, it may be desirable to explore the possibilities of having older students regularly tutor and coach younger ones. Arrangements of this sort can free teachers for collaborative time, while a skeleton force oversees the volunteers.

6. Every Friday is declared Hobby Day, when all the adults in the school (not just the teaching staff) teach classes on their various interests. Parents may also participate in this special day. Youngsters sign up for two-hour classes offered over a period of six Fridays, to learn such skills as photography, puppetry, barbershop-style singing, and gourmet cooking. In addition to responding to the demand for

"exploratories," this program may prove an effective way for youngsters to interact with adults in a somewhat different way. The arrangement in effect enlarges the teaching staff for one day a week. Through careful scheduling of the hobby groups, such a program could also permit different groups of teachers to work together for a few hours every Friday.

7. Asian schools have found yet another approach for creating collaboration time for teachers. In Asia, class sizes are much larger than ours—though within schools, the total ratio of teachers to students is quite similar. The large-class framework means that teachers teach fewer classes and have more time to confer with colleagues (and students) and to accomplish other things. American teachers resist the idea of increasing class size. On the other hand, Asian teachers are negative about the toll exacted by small classes: from 30 to 40 percent of their hours in school are spent collaborating and planning rather than in classes. They ask how American teachers can ever be expected to do a good job, given their circumstances.

8. Lengthen the school day by 20 minutes for four days in order to dismiss students at noon on the fifth.

9. The use of paraprofessionals for direct instructional purposes is becoming increasingly common in districts where such school personnel are conceptualized and prepared as "educational assistants" or "teacher assistants." While some districts argue that such a use of paraprofessionals is not allowed under law, an analysis of federal legislation reveals no such prohibition. In these schools the educational assistants provide an increasingly larger share of the direct instruction to students, while the school professionals use this additional time for their instructional planning, including their planning for cooperative teaching.

10. In larger schools and districts, increasing class size by one or two students can provide a pool of resources adequate to provide teams of regular substitutes to fill in for educators on a regular and scheduled basis. The released educators then use this released time for their cooperative teaching planning and review.

11. Some educators involved in cooperative teaching have found that scheduling a common daily lunch period and a common preparation period immediately before or thereafter can yield a shared hour and a half daily.

12. The implementation of cooperative learning arrangements and peer tutoring (once well established and up and running) can free up significant amounts of educator time that was previously spent in direct instruction for overall student monitoring and cooperative program planning. Cross-age tutoring programs (for example, 20-

minute oral-reading periods several times a week) can provide educators the opportunity to get together while student activities are monitored by support staff.

13. Involve nonschool personnel in the instructional process in the schools. These include volunteers such as retired educators, professionals from the business community, state employees, parents, and many others. Most universities have an abundance of students majoring in education (and other disciplines) who find the opportunity to obtain credit for education practical experiences worthwhile and necessary. The increasing emphasis of most college and university teacher-preparation programs on early and frequent practical experiences in the schools provides school professionals with a potential abundance of university student instructors who can teach students directly while providing educators with the time necessary to plan their cooperative teaching.

14. Regularly bring large groups of students together for special types of school experiences (e.g., guest speakers, films, plays) with fewer staff supervising.

15. When students are doing independent projects, arrange for them to be clustered together in large groups (e.g., in library or multipurpose room).

16. Administrative matters can be handled by memoranda or bulletin boards, allowing faculty meetings to be used for professional development and schoolwide planning.

Making Found Time Worthwhile

Once time for teachers to collaborate has been found, how should it be allocated and scheduled? Experience to date recommends some useful criteria.

First, teachers cannot be expected to undertake serious collective examination of their programs at the end of the regular school day. The psychic exhaustion that most teachers face at this time simply precludes such demanding endeavor.

Second, not only must the collaborative time come from the "primetime" school day, but it must be a sustained interval. A single period (a common prep period, for instance, for the members of a design or sustaining team) will not suffice. Such a period may be adequate, however, if placed immediately before or after a shared lunchtime—assuming the result is an uninterrupted block instead of two separate or divided segments.

Finally, in finding the time for substantial, continuing teacher collaboration, two opposing concerns must be kept in mind: (1) it is neither fair nor wise to ask teachers to deduct all the time

needed from their personal lives (like weekends and holidays), even with compensation; and (2) conscientious teachers are reluctant to be away from their classrooms for an extended time unless they can feel confident about what's happening in their absence. Thus, schools need ongoing, carefully planned programs for classroom coverage.

Adapted from

Beninghoff, A. (1993). *Ideas for Inclusion Classroom Teachers: Guide to Integrating Students with Severe Disabilities*. Longmont, CO: Sopris West.

Bauwens, J. & Hourcade, J. (1995). *Cooperative Teaching: Rebuilding the Schoolhouse for All Students*. Austin, TX: ProEd.

Tips for Learning Spelling or Vocabulary Words

Contributed by Nancy Bennett, Ruffner Elementary School
Kanawha County Schools, WV

Ask students to:

1. Print the word in two colors by syllables.
2. Hold it up to your left. (Tape it to the wall, etc.)
3. Trace it with your eyes and nose.
4. Notice any patterns—e.g., How many letters are in each syllable (example won-der-ful)? 3 3 3
   Are there small words contained in the larger word twins—brothers?
5. Pronounce the word.
6. Pretending you have a camera, snap a picture of it.
7. Close your eyes and visualize it.
8. Write the word.
9. Spell it out loud, both frontwards and backwards.

Adapted from *Learning with Ease*. (1995). St. Albans, WV: Nancy Dooley, Owner/Director.

Teaching Strategies in Communication Disorders

Contributed by Susan Brandon, Romney Elementary School
Hampshire County Schools, WV

The following strategies contribute to the success of students with communication disorders in the regular education classroom. They will be most effective when implemented in all areas of the curriculum and utilized throughout the entire school day.

1. When giving directions, provide visual cues, use vocal emphasis, keep sentences simple and short, and repeat and rephrase.

2. Teach the meaning of key vocabulary words before giving an assignment.

3. Use direct instruction with provisions for a variety of learning modalities. Don't assume the child will "already know."

4. Provide explanation of all classroom routines to help the child develop the skills necessary for following directions. Encourage "self talk" to help students remember class procedures and rules.

5. Model and provide practice time in using spoken language. Provide opportunities for verbal interaction through group discussions. Encourage questioning. Remember that every response has some merit.

6. Model and allow practice time and wait time for interactions between speaking, reading, and writing.

7. Provide whole language functional experiences with integrated curriculum. Use the child's prior knowledge as a starting point.

All of the above strategies will help assure a no-risk environment where the child will gain self-esteem, build confidence, and achieve success in the educational setting.

Testing and Assessment Modifications

Contributed by Kathleen Brede, Brookhaven Elementary School
Monongalia County Schools, WV

In our school the strategy most frequently used to help students with special needs who are included in the regular classroom is test modification. Suggestions for modifications include:

1. Use alternative methods of assessment—projects, speeches, or reports.
2. Read tests aloud.
3. Allow students to dictate their answers rather than writing them.
4. Give an alternative test. Choose three or four key concepts that need to be learned and test only on those concepts.
5. Reduce the number of choices for multiple-choice test.
6. Reduce the number of items for matching—rather than matching twenty items, match two groups of ten.
7. Provide a word bank for completion or fill in the blank tests.

Tips for Regular Educators on Working with a Transition Substitute

Contributed by Deb Brown, Chesapeake Elementary School
Kanawha County Schools, WV

The transition sub is there to help the target special education student(s) in your room make a good adjustment to kindergarten. The ultimate goal is independence. He/she is also there to make it easier for you to accommodate that target student(s). You may want him/her to work with the student(s) sometimes or to work with the others so that you can spend more time with the target student(s). Listed below are suggestions of appropriate tasks for the sub. We have found these to be effective in the past but you are certainly not limited to these ideas.

1. Giving individualized help or serving as a monitor in large group situations, etc.
2. Helping the student "rehearse" appropriate behaviors.
3. Training the student with specific skills. (#2 and #3 are aimed at helping that student begin to behave like other students.)
4. Working with the student in small group situations for reinforcement or review work.
5. Making learning games and activities for you to use in the classroom.
6. Taking charge of large group so you can work with target student. (Story, music, journal time, center time, calendar)
7. Helping with transition from one activity to another.
8. Modeling for other students so they can eventually become "natural helpers" for you.
9. Consulting with other personnel who provide services to the student and acting as liaison between you and them.
10. Recording data on the target student to document progress for you and the student's family.
11. Assisting with routine tasks such as hand washing and toileting.

If your target student(s) are progressing nicely and you feel you do not need to have the transition sub working in the classroom, but may still need his/her assistance, you may ask him/her to complete clerical work so he/she will be in the building if a problem should arise.

Preparing for Inclusion

Contributed by Susan Childers, Parkersburg South High School
Wood County Schools, WV

1. Check the environment. Is your classroom safe, is it accessible, and can all students see the chalkboard, etc?

2. Prepare your students! Provide awareness activities on differences, strengths, and weaknesses.

3. Obtain as much information as you can beforehand. Check IEPs and talk to previous teachers and support staff, i.e., aides, speech, physical therapy.

4. Place special needs students in classes where they are most likely to be accepted.

5. Encourage your students to assist. They may just need a little push.

6. Reassure your students. They may need to know that they will be safe and comfortable and that their comfort level is just as important as the included student's.

7. Most of all, be positive! Your students will follow your lead. If they sense that you are uncomfortable, negative, or afraid, they will be, also.

8. Finally, if you have questions or concerns, ASK. Keep asking until your questions and concerns are answered.

Using Whole Language in Inclusion Classes

Contributed by Cheryl Dingass, Atenville Elementary School
Lincoln County Schools, WV

Whole language can be an effective strategy with special needs students as well as with regular education students. Using literature to teach reading and language arts, as well as other curricular areas, and employing thematic units with each subject relating to the theme can help all students make connections.

Vocabulary, semantics, syntax, morphology, pragmatics, thinking skills, problem solving, listening, articulation, and other skills can be taught through good literature. In addition, whole language, as the name implies, stresses the development of language skills throughout the curriculum. Students are given the opportunity to learn by using a multisensory approach. They may read a book, make puppets, and "perform" the story. They could measure ingredients to make a food described, or sing a song related to the topic. In essence, they touch, smell, hear, and sometimes taste the vocabulary used in the book. This multisensory approach is one that traditionally has been used in language therapy and special education classes.

With inclusion special needs students, who have struggled to keep up in class while being pulled out and missing much needed information and experiences, can receive multisensory approaches as part of whole language, in the regular education classroom. In addition, struggling regular education students can now also benefit. In summary, whole language makes our students, all special in their own ways, not only better readers, but also better thinkers; not only reproducers but also creators. What more can we ask?

Making Collaboration Work

Contributed by Mary Dittebrand, Shoals Elementary School
Kanawha County Schools, WV

The special education teacher must be willing to work as part of a team with the regular education teacher. In the regular education class, he/she should be supportive of all students and willing to assist the teacher as needed, even teaching the class, if necessary. In addition, even grading papers and monitoring the class during a break time can build rapport between professionals.

The regular education teacher should strive to be less possessive of the classroom and students and more welcoming to special needs students and the special education teacher. The model for accepting special needs students.

The special education teacher should be able to provide assistance without appearing like the "expert." Both teachers need to listen to each other's concerns and offer strategies.

Instructional Adaptations

Contributed by Audrey English, Switchback Elementary School
McDowell County Schools, WV

Students are placed in cooperative groups with students of mixed abilities with whom they are comfortable.

Each student works at his/her own pace. Study guides are provided weekly and all students have assignment books to remind them of deadlines. Hands-on activities are used in as many subjects as possible.

Developing and Reinforcing Communication Skills Within the Regular Education Classroom

Contributed by Beverly Garreston, Ranger Elementary School
Lincoln County Schools, WV

Cueing

After the student has been taught a skill through pull-out service delivery, cueing within the classroom should be utilized to establish carryover and at times to re-establish the skill. Cueing should occur at a level the child can perform successfully. The facilitator intermittently cues the student or entire classroom, at times when it is deemed socially appropriate. The facilitator may be the regular education teacher, special education teacher, parent, aide, or speech-language pathologist.

Articulation

When an errored sound is used, the facilitator says "What?" as if he/she did not hear the student. The student reevaluates his/her speech and corrects the misarticulated sound. If the error is not corrected the first time, the facilitator then says "What?" again, as if he/she cannot understand the word. If the student does not correct the error, the facilitator says the word as it was pronounced by the student with a questioning inflection. If the student does not realize the error, the facilitator tells the student "Oh, I believe _____ has your sound in it. Let's try to work on that." Direct imitation is then elicited. Spelling, reading, definitions of vocabulary words, and word banks are excellent sources to target articulation.

Phonology

Once a process has been obtained (within the pullout program) at the word level, it can be discussed/targeted within the classroom or at home. As mastery of production improves, length of output should also increase (i.e., words, phrases, sentences). Later, intermittently question errored productions using articulation cueing with a paired gestural cue such as the following:

A. Syllable reduction (multisyllable words are shortened to fewer syllables)—Pair putting up one finger as each syllable is pronounced within a targeted multisyllable word.

Younger children can benefit from this cue as they attempt to imitate pronunciation of any targeted vocabulary word. Example: "Today we are going to do an experiment." As you discuss meaning of experiment, use the cue for the class to see and ask the class to repeat in unison the pronunciation of the targeted word. Older children may use with glossary skills.

B. Stridency (S, Z, F, V, TH, SH)—Pair production of targeted sound/process with action of pulling hands from center of chest outward, as if pulling a tape measure from finger to finger.

   Younger children are taught the difference between long and short sounds. As targeted sounds are introduced within the kindergarten classroom, this process is focused upon with the class.

C. Cluster reduction (two or more consonants are reduced in number)—This process may be focused upon in two different word positions: final and initial.

   Final word position is often easier to target. Regular plural forms are taught. This could be addressed within the classroom's language arts block. Initial word position is cued by shaking the index finger in the air repeatedly as the strident sound is made. Next, the index finger touches the table top at which time the rest of the word is said. Younger children could benefit from this cue as they attempt pronunciation of new vocabulary words in unison after a model.

D. Velars (K, G, NG)—Verbally cue student to hold tongue tip down either with finger or with their "magic glue." Another cue is to remind students to use their back sounds.

   As the velar sound is introduced within the kindergarten class in the initial word or final word position, the entire class may be taught this cue.

E. Alvelors (T, D, L)—Imitate a clicking sound for student(s) to produce. Remind student to place tongue at the bumpy spot then drop it. Another verbal cue is to remind students to use their front sounds. As the individual sounds are introduced in the classroom, the cue is taught.

F. Affricates (CH, J)—Teach the child to go to the bumpy spot then hold onto the long sound. Cue with the same cues used for an articulation difficulty.

G. Liquids (R, W, L, Y)—Give articulation cue for placement. The Y is taught by prolonging E then saying "Uh" quickly without moving your lips. This can be taught to the entire kindergarten class as this sound is introduced.

Voice

Sample cues that have been used include:

(1) tap finger on the table to monitor pitch,

(2) brush hair behind ear or cup ear with hand to cue student to monitor loudness, and

(3) hand gesture in a waving motion to indicate a "smooth" or "bumpy" road to monitor quality.

Oral presentations or acting a part within a play/production are activities in which the cues may be used.

Fluency

Role play situations in the pullout program prior to performance in the classroom. Any difficulties are cued relative to specific need.

Listening

Verbally cue class with "show me you are ready class" or "I'm waiting." Class realizes cue to maintain eye contact, keep lips closed, and keep hands and feet quiet.

This strategy has been used successfully in grades K-3.

Written Language

Voice the belief that written expression is linked to oral expression. Strategies can be taught to allow students to use their own experiences. Organizational and editing skills can be focused upon during team teaching activities.

Younger children may be asked to perform activities then sequence picture cards to retell the event that was performed. Next, stories can be rewritten as in many whole language activities. Children may also work to reproduce a book. Later, reproductions are altered to make an original book. Older children are taught editing skills using a checklist. Lists may be individualized to each child's need/level.

Additional strategies include story maps, Know, Want to know, Learned (KWL) charts, experience-based learning, oral rehearsals prior to written expression, and revising the rough draft to make a final copy using a checklist.

Language

The speech/language pathologist (SLP), believing that all subjects have a language base, works closely with the regular classroom teacher using a collaborative model.

The SLP coordinates activities with the regular classroom teacher on a weekly basis. The theme, project, skill, or subject being taught within the class is discussed along with a review of the student's IEP goals. A correlated activity then can be developed such as:

A Chair for My Mother was used to address the skill of categorization (SLP goal) and nouns (teacher goal). The people, places, and things from the story were put onto a graph/chart.

Over in the Meadow was used as a coordinated activity in which the class learned O and M (teacher goal) and the concepts of counting, making predictions, and using plurals (SLP goal).

Other Strategies

KWL charts, story maps, oral rehearsals prior to written expressions, editing checklists, rephrasing/simplifying instruction, as well as experience-based learning, can be effective strategies for developing communication skills.

Welcoming New Students
Checklist for Elementary Students

Contributed by Susan Giordano, Ruffner Elementary School
Kanawha County Schools, WV

What are ways that I can help a new student feel welcome?

_____ Welcome the new student at the bus stop.

_____ Call the new student at home.

_____ Sit next to the person on the bus.

_____ Make sure he/she knows how to get to the classroom.

_____ Sit with the new student at lunch.

_____ Play with him/her at recess.

_____ Find out if the student needs any extra help with classwork.

_____ Find out if there is a different way to talk with the student (foreign language, sign language, communication board)

_____ If the person is in a wheelchair/or uses a walker, etc., make sure he/she can get through all the doors and to all the places that I do during the day. Offer to help.

_____ Ask him/her about hobbies/games and sports he/she enjoys.

_____ Find out if the person has a pet and talk about pets with him/her.

_____ Ask if the student has brothers or sisters.

_____ Find out what his/her favorite books or videos are.

_____ Find out what the person likes to be called—by first name, or does he/she prefer a nickname?

_____ Ask my teacher how I can help.

_____ Other questions—

Can some of these activities be done in a group? Talk about some of these and organize committees to give everyone a chance to participate. Examples include: recess buddies, telephone committee, bus welcoming committee, other.

Adapted from Leroy, B., Osbeck, T., and England, J. (1994). *Facilitator guides to inclusive education.* Detroit, MI: Wayne State University, D. D. I.

Instructional Environment Survey

Contributed by Susan Giordano, Ruffner Elementary School
Kanawha County Schools, WV

The instructional environment of the classroom includes the procedures, grouping formats, materials, and equipment used by the teacher to improve student performance in content areas as well as in social competencies. It may be helpful to think of this survey as taking a photograph of your classroom. Use this form to highlight areas in which you would like more assistance or information, not as an evaluation instrument.

IN <u>OUR</u> CLASSROOM...

Desks are in groups.	_____ Yes	_____ No
Space is open and movement is easy.	_____ Yes	_____ No
Light is bright and colors are cheery.	_____ Yes	_____ No
Rugs, couches, and bean bag chairs are present and used by the children.	_____ Yes	_____ No
Learning Centers exist for all subject areas.	_____ Yes	_____ No
Children work at their own pace and ability levels.	_____ Yes	_____ No
Children manage their own time and activities.	_____ Yes	_____ No
Children learn in small groups.	_____ Yes	_____ No
Peer tutoring and support abound.	_____ Yes	_____ No
Children contract for project activities.	_____ Yes	_____ No
Children evaluate their own work.	_____ Yes	_____ No
Children are heterogeneously grouped.	_____ Yes	_____ No
Children are flexibly grouped.	_____ Yes	_____ No
Groups are varied throughout the week.	_____ Yes	_____ No

IN OUR WHOLE CLASS INSTRUCTION...

All children can see the visual materials. ____ Yes ____ No

Every pupil's comprehension is checked. ____ Yes ____ No

Lessons are well planned for time allotted. ____ Yes ____ No

We follow up with small groups or individual activities or both. ____ Yes ____ No

IN COOPERATIVE GROUPS...

There is individual accountability. ____ Yes ____ No

Formal roles are assigned. ____ Yes ____ No

There is a final product. ____ Yes ____ No

A social task is assigned. ____ Yes ____ No

IN INTEREST GROUPS...

The group does research, writing, or reading together. ____ Yes ____ No

Goals determine whether these are short- or long-term groups. ____ Yes ____ No

CROSS-AGE TUTORS...

How often the two classes meet is confirmed. ____ Yes ____ No

Sessions are scheduled and sites determined. ____ Yes ____ No

Types of projects the students will be doing is confirmed. ____ Yes ____ No

PARTNERS...

Students are paired across ability levels. ____ Yes ____ No

Designated partners work together. ____ Yes ____ No

Rules for the partners have been acknowledged. ____ Yes ____ No

NEEDS GROUPS...

Teacher knows who needs assistance. _____ Yes _____ No

Teacher knows what the individual student need is. _____ Yes _____ No

Knowledge of who forms group or is the catalyst is known—kids or instructional staff. _____ Yes _____ No

WORKSHOP/CENTERS...

Subject areas to be covered in the workshops are known. _____ Yes _____ No

The number of students to work together is known by all. _____ Yes _____ No

Students are aware that they may work independently or or in pairs. _____ Yes _____ No

**** Any response answered "no" may require the team to gather more information. Are there instructional environment strategies for which you or your team have a desire for more experience or familiarity? List below:**

Adapted from Leroy, B., Osbeck, T., and England, J. (1994). *Facilitator guides to inclusive education.* Detroit, MI: Wayne State University, D. D. I.

Inclusion Tips for Special Educators

Contributed by Betsy Green, Clary Street Learning Center
Mineral County Schools, WV

1. Make frequent observations of the regular class.

2. Establish and maintain frequent contacts with regular education teachers.

3. Respect the regular education teacher's judgement in terms of what is/is not feasible in his/her classroom, and of what is/is not successful.

4. Schedule students for inclusion part-time so that activities most appropriate for special needs students' IEP objectives are addressed in the best settings.

Finally, ask about inclusion of Trainable Mentally Impaired (TMI) or Severely or Profoundly Handicapped (SPH) students who can benefit from inclusion as can regular education students from their presence.

Setting High Expectations and Providing Continuous Progress and Options

Contributed by Elizabeth Green, Bridgeview Elementary School
Kanawha County Schools, WV

In working with students with special needs, I have tried many different strategies. The strategy I've found most effective for special needs students is to assume that every student in the room is a special needs student while believing that every student is a capable learner and a responsible, respectful citizen of my class.

As children enter my room I briefly assess their strengths, weaknesses, and learning styles. Then I adapt my teaching to focus on their strengths and to develop any area of weakness. All lessons start at a concrete level, then gradually proceed to the abstract level. Those students who need the concrete continue at this level for as long as necessary. For example, some students are still using counters for math, while others are working without them.

Students are trained to work independently and have a great deal of freedom of movement. They make decisions about classroom management and work that they will complete. For example, students are given four or five project options when we are reading novels. They choose the one or two they wish to do. They have ownership and interest in what they are doing, so they work very hard to do well. Quality not quantity is the emphasis. Students work in cooperative groups in which they are encouraged to help one another. They act as resources for, and take care of one another. This frees me to work with students who need more individualized help.

I have found that meeting students where they are, accepting that they are capable, and guiding them to where they need to be is the best strategy for all students. As someone once said, "Education is a lifelong journey."

Daily Behavior and Classwork Record

Contributed by John Huxley, Clendenin Middle School
Kanawha County Schools, WV

DAILY CHECKLIST

Student Name _____ Date _____

Class	Behavior				Classwork				Comments	Initials
	Good—Bad				Done—Undone					
Home-base										
1st										
2nd										
Physical Education										
Related Arts										
Lunch										
3rd										
4th										
5th										
Activities										

Recommendations for Assisting Students with Vision Impairments

Contributed by Jim Joyce, Teacher of the Visually Impaired
RESA VI, Wheeling, Ohio County, WV

Student:

Classroom Recommendations

1. Provide large print books, enlarge all tests and worksheets, unless he/she will need to use a closed circuit television in class. Use white 11"x 17" paper for enlargements.

2. Provide front row seating and allow the student to approach the blackboard or displays when necessary for better viewing.

3. Read aloud all board notes as they are written. Spell out unfamiliar names and spellings.

4. Allow a "study buddy" who writes neatly to provide the student with photocopies of important board notes or overhead projector notes. If given enlarged lecture notes beforehand, he/she can follow them at the desk.

5. Never time the student on standardized tests and permit extended time on classroom tests. His/her assessment will reveal how much time or reduction in quantity (not quality) should be expected.

6. Never require the student to fill in "bubble" test answer sheets. Allow him/her to mark answers directly on an enlarged copy of the test.

7. Do not grade the student on his/her handwriting, but insist instead on legibility. Bold line paper and felt tip pens may be helpful.

8. Never give copies from duplication masters without enlarging first.

9. Permit a few extra moments for the student to prepare for class after arrival. As he/she may still be adjusting to vision loss, it is very important that he/she not rush and become disorganized.

10. Vision loss is a terrible blow and it may take a long time to learn to deal with it emotionally and physically. However, it is only one aspect of the student's entire makeup, and he/she should be treated with the same respect and held to the same expectations as other students.

Students with such vision losses may require supplemental instruction in study skills, handwriting, daily living skills, typing, social skills, orientation and mobility (safe and efficient independent travel and proper use of vision in all types of settings), adapted technology use, and career development. Teachers of the visually impaired are assigned to such students and assist their teachers and families in providing for their education.

After showing the film, "Oh, I See," from the American Foundation for the Blind, I go over the above list, point by point with the student's teachers. I also often use the Low Vision Simulation Kit, a hands-on set of simulators made of lenses, funnels, and welder goggles. This kit can be purchased from George Zimmerman, Ph.D., head of the Vision Studies Department at the University of Pittsburgh. One can also construct a homemade kit by following the description in the book, *Understanding Low Vision*, also from the American Foundation for the Blind.

Positive Attitudes and Peer Tutoring

Contributed by Nancy Lefevre, Bridgeview Elementary Center
Kanawha County Schools, WV

I believe that the most important ingredient in working with special needs students is a positive teacher attitude. For the most part, the strategies I use with special needs students are no different than the strategies I use with my regular education students.

One of my most effective strategies is peer tutoring. Peer tutoring works exceptionally well in multiage elementary school settings. Peers can read or write for students, help students arrange ideas, assist in cutting, chaperone students to other areas in the building, assist with computers, facilitate learning in many other ways, and even feed students or push wheelchairs.

The advantages are astounding. The special needs child creates friendships they may otherwise have missed. The opportunities for learning are increased for both children. Frequently, each child also demonstrates an increase in self-esteem, respect for differences, and cooperation. Children who have worked with special needs students also seem more likely to become risk-takers. Special needs students who work with more than one tutor become more comfortable with people in general and less dependent on the teacher. Children quickly begin to create a support system for each other and celebrate one another's successes.

Although I don't believe any one strategy can stand alone, peer tutoring has certainly helped me more effectively meet the needs of all my students.

Aiding Autistic Students

Contributed by Harriett Leurant, Ruffner Elementary School
Kanawha County Schools, WV

Recommendations for working with an autistic student in the regular classroom.

Focus on his/her strengths, such as reading and spelling.

Take turns reading.

Have the student take spelling tests, including dictation, with others.

Socialization skills
Set a goal of saying "Hi" to at least 10 students in the morning.
Ask peers to work with him/her.

The autistic student may sit with other students while in the library and do all tasks of which he/she is capable.

Problem Solving Strategy

Contributed by Patricia Martin and Molly Edelen, Frankfort High School
Mineral County Schools, WV

George Polya developed a four-step process for solving word problems. Using this information and conference presentations by Stephen Krulik and Jesse Rudnick from Temple University, Pat Martin developed a technique for helping students solve word problems. Molly Edelen was teaching Learning Strategies classes and collaborating in a Transitional Math class with Pat Martin. Molly suggested adapting Pat's technique to the Strategic Teaching Strand developed by Donald Deshler and Gordon Alley of the University of Kansas.

This method of teaching problem solving has worked well with the diverse student groups in their collaborative classes and has been used successfully by other collaborative teams.

Problem Solving Strategy
Verbal Rehearsal Checklist

Contributed by Patricia Martin and Molly Edelen, Frankfort High School
Mineral County Schools, WV

	1	2	3	4	5
THINK					
Identify facts and question.	____	____	____	____	____
PLAN					
Connect the facts and question.	____	____	____	____	____
Write a verbal sentence.	____	____	____	____	____
Estimate the solution.	____	____	____	____	____
SOLVE					
Try your plan.	____	____	____	____	____
Write the solution in a sentence.	____	____	____	____	____
LOOK BACK					
Ask: "Did I answer the question?"	____	____	____	____	____
"Is my answer reasonable?"	____	____	____	____	____
"What would I do differently next time?"	____	____	____	____	____
SCORE:	____	____	____	____	____
DATE:					

Suggested Activities for
Teaching Problem Solving

Contributed by Patricia Martin and Molly Edelen, Frankfort High School
Mineral County Schools, WV

THINK

Have students underline the FACTS once and the QUESTION twice.

Use exercises with no numbers, extra information, or missing information. Have students identify just the facts needed to answer the question. Ask them to name facts that are missing.

Ask students to write their own problems to exchange with a partner. After they have worked with the other person's problem have them return to author for checking.

PLAN

Have students connect facts with their question. They may use a variety of problem solving methods.

Have students write a sentence or equation explaining how to solve the problem.
EXAMPLE: cost of house - amount of down payment = amount borrowed

Again, use problems without numbers, extraneous information, or insufficient information.

Ask students to estimate a solution.

SOLVE

Have students substitute numbers into their sentence or equation and find a solution.

Ask students to write their answer in sentence form, restating the question.

LOOK BACK

Have students ask themselves questions; such as,
"Did I answer the question that was asked?"
"Is my answer reasonable with my estimate."
"What would I do differently next time?"
"Do I need to rework all or part of this problem?"
"Am I satisfied with my efforts?"

Problem Solving Strategy
Observations and Conclusions

Contributed by Patricia Martin and Molly Edelen, Frankfort High School
Mineral County Schools, WV

—Although this strategy takes time to develop and teach, the practice has been retained and used by the students.

—If taught early in the course students can use it with other topics.

—Students have been able to use the strategy in other courses, i.e., science, social studies, so we believe it will be useful in working to integrate the curricula.

—We discuss the use of the strategy in real-life situations.

—We have observed a decrease in anxiety when students become proficient with the strategy.

—We have found that alternative assessment methods are easily incorporated in these activities.

Cooperative Learning

Contributed by Jackie McCann, Atenville Elementary School
Lincoln County Schools, WV

Cooperative learning strategies, originally designed to enable students to work as a team, are ideal for special needs students placed in the regular classroom. Each cooperative group is composed of students of many ability levels. Each student is given a "job" for the group, often assigned according to the student's ability level. For example, the gifted student may research information, the mildly language impaired student may sequence steps in a process, the learning disability student may draw a picture of the process, and the mentally impaired student may determine the materials needed and gather them. These activities may be repeated and the jobs rotated to give each student the opportunity to attain these skills.

As each team member performs his/her job, the special needs student is given the opportunity to observe good models. Tutoring from peers often occurs. The special needs student, as well as the regular education student, practices pragmatic skills. Finally, regular and special education students experience success as tasks are accomplished.

In summary, cooperative learning teaches all students to work in groups, problem solve as a team, cooperate with others, and appreciate each individual. Both special and regular education students are learning needed skills. In essence, they are becoming not only team members but also active, contributing members of society.

Work Exploration Program

Contributed by Jeff McCluskey, Community Access, Inc.
Kanawha County Schools, WV

The Kanawha County Work Exploration Program is designed to provide realistic work experience for special education students enrolled in Kanawha County high schools. This program was implemented in Kanawha County in 1984, based on a supported employment model from The Rehabilitation Research and Training Center at Virginia Commonwealth University. The Work Exploration Program has continued to improve and expand to accommodate the special needs of all students. Over one hundred businesses in Kanawha County currently participate in this program. There are work sites established in food services, janitorial, gardening and landscaping, automobile servicing, clerical assistance, data processing, retail, stocking and inventory, preparation loading, dock work, micrographics, laundry, print shop, and child care.

Supported employment is for individuals with disabilities for whom competitive employment is possible, but only with intensive ongoing support in the workplace. This program provides a job coach to supervise, assist in training, encourage social interaction, maintain the quality of the work produced, and assure completion of assigned tasks. The job coach remains at the worksite the entire time students are present.

The students' transportation is provided by school buses or public transportation. The mode of transportation depends on the locations of the work sites and the students' abilities to use public transportation. All job coaches and students participating in the Work Exploration Program are covered by a six million dollar insurance policy through the State Board of Risk and Insurance Management. The specifics of the policy are available upon request.

The students participate in this program during regular school hours and earn credits toward graduation. The work experience is an important part of these students' educational programs. The Work Exploration Program places students at a different type of job site each trimester. This part of the program determines what type of work the student enjoys and can accomplish successfully. During the exploration phase, the students do not earn salaries, only experience.

In their senior year, students are targeted for a paid position, based on interest and aptitude. Placements are determined by past performances at various job sites. These students may initially have a job coach with them on site, but after a short duration, they are working independently or with the assistance of regular coworkers. The job coach then simply monitors the situation with an occasional phone call or visit to the job site.

The goal of the Kanawha County Work Exploration Program is to prepare students for life after their formal education is completed. With the continued support of the business community, this goal can be accomplished.

Reprinted with permission from Kanawha County Office of Exceptional Students, Work Exploration Program, 200 Elizabeth Street, Charleston, West Virginia 25311, Phone: 304/348-7770.

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KANAWHA COUNTY WORK EVALUATION FORM

(Completed by the Job Coach)

Student Name_____ Birthdate_____
First Middle Last

School_____ Date Placed_____

Classroom Teacher_____ Current Date_____

Job Site_____

DNA = Does Not Apply N = No S = Sometimes DNO = Did Not Observe
WA = Without Assistance Y = Yes NI = Needs Improvement

			Job Duties:
1.	Exhibits acceptable social skills	_____	_____
2.	Exhibits appropriate work behavior	_____	_____
3.	Demonstrates honesty	_____	_____
4.	Maintains good attendance	_____	_____
5.	Exhibits good personal hygiene	_____	_____
6.	Exhibits interest in work	_____	_____
7.	Cooperates with co-workers	_____	_____
8.	Understands and follows simple directions	_____	_____
9.	Exhibits resourcefulness in problem solving	_____	_____
10.	Demonstrates ability to work unsupervised	_____	_____
11.	Practices effective communication	_____	_____
12.	Demonstrates ability to stay on task	_____	_____
13.	Completes task in reasonable time	_____	_____
14.	Exhibits initiative in moving to next task	_____	_____
15.	Demonstrates safe work habits	_____	_____
16.	Demonstrates ability to do simple reading	_____	_____
17.	Demonstrates ability to do simple writing	_____	_____
18.	Exhibits ability to do simple counting/weighing	_____	_____

List tasks assigned to student on job site and quality of performance:

_____

_____

_____

_____

_____

_____

Recommendations:

_____

_____

_____

_____

_____

_____

Job Coach_____ Phone_____

White - Office of Exceptional Students
Yellow - Work Exploration Program
Pink - Parent
Goldenrod - School

ES200k
6/94

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Position/Job Site Survey

Name of Company _____ Date _____

Address _____ Telephone _____

Company Contact Person _____ Title _____

Position Surveyed _____ Starting Salary _____

Work Schedule _____

Review Period _____

Company Benefits _____

Availability of Supervision _____

Proximity of Co-workers _____

Work Site Layout _____

Work Demands: ( ) Speed ( ) Teamwork ( ) Judgement ( ) Task Repetition
( ) Thoroughness ( ) Independence ( ) Routine ( ) Task Variety

Major Causes of Reprimand/Dismissal _____

_____

Academic and Related Skills Required _____

Machinery/Equipment to be Operated _____

Summary of Duties _____

_____

_____

Environmental Elements

Observations of Atmosphere:

( ) Friendly, open ( ) Unfriendly, indifferent
( ) Busy, relaxed ( ) Busy, tense
( ) Slow, relaxed ( ) Slow, tense
( ) Structured, orderly ( ) Unstructured, disorderly

Physical Observations:

( ) Clean Area
( ) Safe Environment
( ) Barrier Free
( ) Ramps, curb cuts

Physical Conditions in Environment _____

_____

Comments _____

_____

_____

_____

Recorder _____ Title _____ Date _____

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Excerpt from

TASK ANALYSIS - SUBWAY

(Provided to the student)

Upon arrival ask the boss what there is to do. Then wash your hands.

Preparation

Onions

*Remove the skins and the ends of the onion.
*Put the skins in the trash, not the disposal.
*Cut the onions in half.
*Put the onions into the Nemco slicer.
*Slice enough onions until you have filled up a medium sized bain.
*If the onions are already prepped slice the onions that are cut into halves.

Green Peppers

*Wash, cut into halves and remove the seeds.
*Put into the Nemco slicer.
*Slice until you fill up a small bain.

Lettuce

*Pull off the bad leaves first then wash.
*Remove the core by hitting the head of lettuce on the sink edge.
*Then cut the lettuce into fourths and put these into the Nemco slicer and shred.
*Fill up a large bain with a false bottom inserted.

Tomatoes

*Use 16 tomatoes per medium sized bain.
*Soak the proper amount of tomatoes in cold water.
*Get the tomato and remove the core with the tomato corer.
*Then wash the tomato and place in the tomato slicer core side down. Slice the tomato and dispose of the top and bottom pieces.
*Put a false bottom in a bain and lay the tomatoes in it.

Finish

*When finished take the slicers apart and rinse off the individual sections.
*Put these sections back on the shelf.
*Wash the cutting board and return to the shelf.
*Clean the sink area/
*Run the garbage disposal running cold water into it the entire time.
*Sweep the floor area.

Planning Between Collaborating Teachers

Contributed by Sherry Murray, Alban Elementary School
Kanawha County Schools, WV

WEEKLY UPDATE FOR (Student Name)

Please complete and return by Tuesday morning _____

Place completed sheet in the mailbox labeled ORTHOPEDICALLY IMPAIRED.

DATE: _____

Teacher

_____ Hensley
_____ Goodwin
_____ Hays
_____ Vassel
_____ Perry
_____ Torres
_____ Atkins

PROJECTED PAGES TO COVER THIS WEEK:

ANY MISSING CLASS WORK/HOMEWORK:

TEST DATE AND CHAPTER TO COVER:

ANY OTHER PERTINENT INFORMATION:

THANK YOU,
Sherry Murray

Grading Modifications

Contributed by Steve Murray, Capital High School
Kanawha County Schools, WV

One recurring problem that I find at the secondary level is grading. Many teachers adhere to strict, unbending grading scales. The teacher of the student who may be included in the regular class setting may find it necessary to bend or even shatter these strict scales in order to properly reward a student for his/her efforts. Unfortunately, a large number of teachers find this difficult to do. The following are some suggestions that I have found to be successful. In my situation, these suggestions have the complete support of the school administration.

1. Remember that the regular education teacher is responsible for the instruction of the special needs student and that he/she will need the support of the special education teacher. In an ideal situation, the regular classroom teacher is able to recognize the progress made by the special needs student and can adjust the grading scale accordingly. Comparison of grades by regular and special education students is rare and discrepancies can be explained by the special educator, if necessary.

2. While the regular education teacher is still responsible for the instruction with the *support* of the special educator, he/she may need to rely more on the special educator to help determine what grade the special needs student should have earned. The amount of assistance the regular education teacher needs will vary from a few suggestions from the special educator to asking that the special educator assign the grade.

3. Occasionally a regular education teacher may be unbending in the assignment of grades, feeling that the special needs student must fail the course if he/she doesn't meet the criteria set for regular education classmates. This may be the case even if the special needs student has worked to the best of his ability and, more importantly, the student has learned a great deal. In these cases, with the support of the administration, the special needs student may be assigned, for example, to English 10 in a separate course number under the special educator's name. The regular teacher will then continue to provide the instruction, but will be relieved of the task of having to develop a special grading scale for this student. Assigning the grade will fall to the special educator in whose class the student is enrolled.

Suggestion for Providing an Effective Instructional Environment to Help All Students Learn

Contributed by Martina Norman, Shelly Kraus and Ben Talbott,
Weston Central Elementary School
Lewis County Schools, WV

Objective 1:

The number of students in any class will be limited.

*Activity 1-a:
There will be strict adherence to state regulations regarding class size—no exemptions or waivers.

*Activity 1-b:
Special education students will be equally distributed among classrooms at each grade level.

*Activity 1-c:
Class size may be reduced depending upon the severity of a special education student's disability as determined by the IEP Committee.

*Activity 1-d:
If a particular grade level has an excessive number of special education students, additional staff will be assigned to that grade level.

*Activity 1-e:
The IEP Committee will provide documentation that all options have been explored in the student's home school before accepting the student in a special program at Weston Central Elementary.

*Activity 1-f:
The number of students in a class where students with exceptional needs are served will be reduced by two students for every student with exceptional needs.

Objective 2:

Resources and material will be provided to meet the special needs of the exceptional student.

*Activity 1-a:

Content area textbooks with similar information will be selected to accommodate the various reading levels of exceptional students in the regular education classroom.

Weekly Log

Contributed by Diane Nuzzo, Ravenswood High School
Jackson County Schools, WV

SPECIALIST NAME _____ DATE _____

STUDENT NAME	PERIOD	CODE	TEACHER/SUBJECT	NOTES

CODE: I = INDIVIDUAL STUDENT OR SMALL GROUP WORK

C = CLASSROOM OBSERVATION/ASSISTANCE

O = OTHER

STUDENT _____ WEEK _____

CLASS _____ TEACHER _____

TEACHER/ASSIST. _____ SPECIALIST _____

ATTENDANCE	PRESENT	ABSENT	TARDY	COMMENTS
MONDAY	_____	_____	_____	_____
TUESDAY	_____	_____	_____	_____
WEDNESDAY	_____	_____	_____	_____
THURSDAY	_____	_____	_____	_____
FRIDAY	_____	_____	_____	_____

CLASS PARTICIPATION	YES	NO	COMMENTS
MONDAY	_____	_____	_____
TUESDAY	_____	_____	_____
WEDNESDAY	_____	_____	_____
THURSDAY	_____	_____	_____
FRIDAY	_____	_____	_____

CLASS CONDUCT	ACCEPTABLE	UNACCEPTABLE	COMMENTS
MONDAY	_____	_____	_____
TUESDAY	_____	_____	_____
WEDNESDAY	_____	_____	_____
THURSDAY	_____	_____	_____
FRIDAY	_____	_____	_____

COMPLETION OF ASSIGNMENTS	YES	NO	COMMENTS
MONDAY	_____	_____	_____
TUESDAY	_____	_____	_____
WEDNESDAY	_____	_____	_____
THURSDAY	_____	_____	_____
FRIDAY	_____	_____	_____

WEEKLY ESTIMATES	YES	NO	COMMENTS
WORKING TO CAPABILITIES	_____	_____	_____
POSSESSES A RESPONSIBLE CLASSROOM ATTITUDE	_____	_____	_____

GRADE ESTIMATE _____

SCHOOL INFORMATION SCHOOL PHONE _____

CONFERENCE REQUESTED YES _____ NO _____

PARENT SIGNATURE _____

ADDITIONAL COMMENTS

SCHOOL _____ PARENT _____

Communicating Problems and Conferencing

Contributed by Betsy Peterson, Sissonville High School
Kanawha County Schools, WV

One strategy we have found useful at Sissonville High School is the use of a **RED CARD**. This red card is given to every regular education teacher at the beginning of the year. It is to be used when an included special education student is not performing as he/she should in a regular education class. The red card may be used for any problem—behavior, academic, attendance, etc. The regular education teacher provides a description of the problem on the card and places it in the special educator's mail box. As soon as the red card is received the case manager finds the student for a conference. If needed the regular education teacher who completed the red card may be asked to join the conference. The case manager serves as a mediator between the special education student and the regular education teacher. Many problems can be worked out this way. If there is no improvement, the regular education teacher may have a conference with the student and the principal. We have found the red card to be very effective in reducing the number of discipline referrals.

A second strategy implemented districtwide in Kanawha County is the use of a **SNAPSHOT IEP**. This condensed form of the special education student's IEP informs the regular education teacher who is going to have the special education student in his/her classroom. It lists the student's abilities and goals, how the student learns best, motivators, adaptations needed, and cautions. A Snapshot IEP is given to every regular educator who has a special education student by the special education teacher who responds to any questions the teachers may have.

Contributed by Betsy Peterson, Sissonville High School
Kanawha County Schools, WV

RED CARD

STUDENT'S NAME _____ GRADE _____

Class in which problem occurs _____ Period _____ Teacher _____

Description of problem

Contributed by Betsy Peterson, Sissonville High School
Kanawha County Schools, WV

SNAPSHOT IEP for _____

Date _____

Present Level of Functioning: (Reading, Communication, Social Skills, Motor Skills, etc.) Goals/Objectives:	
Learns Best Through:	
Adaptations for the Environment and/or Curriculum:	
Motivators:	Organization Strategies:
Assessment:	Cautions:

Input Received from:

Student _____ Parent _____

Teachers _____ Others _____

_____ _____

_____

Adapted from Goor, M. & McCoy, E. (1993). *Snapshot IEP: Manual of Ideas for Accommodating Students' Unique Learning Needs in General Education Classrooms*. Emporia, KS: Flint Hills Special Education Cooperative.

SNAPSHOT IEP

Procedures, Examples, and Review Questions

Procedures for the special education teacher:

1. Prior to IEP meeting, begin to fill in the SNAPSHOT IEP.

2. Meet with student to obtain input and to prepare the student for the IEP meeting. Emphasize the use of the SNAPSHOT for self-advocacy.

3. During the IEP meeting, request input from the student, parent, general education teachers, and others (school psychiatrist, principal, counselor).

4. At a followup meeting with the general education teacher, discuss implementation of suggestions for the SNAPSHOT. Include the student in the meeting, if possible.

5. At a quarterly review of the IEP, review the SNAPSHOT.

Examples:

Learns Best Through: needs individualized instructions
Environment: needs opportunity to move around
Curriculum: assign fewer math problems
Motivators: contract for computer time
Organization: make sure homework pad is filled in
Assessment: grade for effort at ability level
Caution: may need to leave area to cool down if frustrated

Review:

Get input from student and regular education teacher regarding:

Do goals seem appropriate?
Do suggestions seem realistic?
Are there any new suggestions?
Is there a need for further adaptation?
What help is needed to facilitate student success?
What support does the teacher need to implement the suggestions?

Adapted from Goor, M. & McCoy, E. (1993). *Snapshot IEP: Manual of Ideas for Accommodating Students' Unique Learning Needs in General Education Classrooms*. Emporia, KS: Flint Hills Special Education Cooperative.

Suggestions for Including Trainable Mentally Impaired (TMI) Students

Contributed by Kristin Peterson, Clary Street Learning Center, Keyser Middle School
Mineral County Schools, WV

The strategies below have worked effectively to include TMI students in regular seventh grade classes. The special education teacher facilitates in the regular education classroom and provides consultation services.

Strategy:

- Model positive language and behavioral interventions.
- Intervene only when absolutely necessary.
- Expect students to participate fully, then develop adaptations as needed.
- Help develop peer relationships for special students by interacting with regular students during skill practice and unstructured time—answering questions and drawing special students into the group.
- Work out "exceptions" with teachers (i.e., drop dress requirement for physical education, modify test taking, adapt grading procedures, etc.).
- Provide examples of varied verbal and other reinforcements.

Involving All Students in Discussion

Contributed by Jennie Shaffer, Keyser High School
Mineral County Schools, WV

Strategy 1: A. Before a writing assignment, the class does one group example for practice. The students give information; I write on the overhead projector or type into the computer with display. Then we revise in class and finish.

B. We brainstorm ways to complete the individual assignment.

Strategy 2. Any issue in social studies which has differing viewpoints is debated. The collaborating teacher and I each take one half of the class and prepare with the group. Each person in the group must present an idea. Some topics we have debated are:

(1) 1920 coal strike (to strike or not to strike),

(2) dealing with Japan in World War II after the defeat of Germany,

(3) invading Cuba to defeat Castro, and

(4) impeaching Nixon.

Instructional Adaptations
Teacher Information

Contributed by Craig Shelton, Malden Elementary School
Kanawha County Schools, WV

The following adaptation of social studies, science, and health class was quite simple, but effective for a second grader diagnosed with cerebral palsy and mild/moderate mental impairment.

Scenario: John (second grader) was in the resource room during the morning for his language arts and math. His services in this setting were intensive and one-to-one, if needed. During the afternoon John was included in the regular education second grade for social studies, science, and health. John was assigned and seated next to a peer buddy who had been instructed in how to help and who understood the goals of each lesson. The lessons in the regular education classroom were presented through worksheets, projects, or lectures.

Worksheets

Worksheets were occasionally used to reinforce concepts taught in the morning language arts areas. For example, I would underline a sentence in the worksheet for John to copy, providing handwriting practice. I also circled words in the worksheet that were the same sight words John had been working on in the resource room. If the worksheet had a picture or a map then John could color it.

Although John may not have learned all the content of the worksheet, he did practice skills—handwriting, letter formation, spacing, capitalization, punctuation, sight words, visual motor skills (coloring within the lines), and color recognition.

Projects

Projects used in social studies, science, and health were useful for John to reinforce math skills. For example, some projects required scissors (fine motor skills). If John had trouble cutting, then his peer buddy cut while John counted the pieces and put them in order (counting, sequencing) to be glued or pasted (fine motor skills).

Lecture

If a lecture was used to teach social studies, science, or health, then John listened with the group and modeled proper behavior. I questioned John after lectures to see what he retained. Lectures can improve listening skills, task attention, and adaptive behavior.

Conclusion

The implementation of the strategy explained above does not take a lot of preparation. A brief discussion, between the regular and special educators and between the special educator and peer buddy, of what will be taught and what methods will be used is needed, preferably the day before the lesson. This gives the special educator time to review the materials and adapt them accordingly.

A Review Technique

Contributed by Debbie Thornton, Ravenswood High School
Jackson County Schools, WV

Objectives:
1. To provide review prior to testing
2. To provide "included students" active participation
3. To provide all students an opportunity to earn extra credit points

Procedure:
1. Students are divided into cooperative learning "base" groups by the regular educator and special educator teaching team. Groups contain no more than four students. One student should be of higher ability with leadership potential and no more than one special education student who should be in any group.
2. Student groups prepare an established number of review questions from the material t o be tested. This is a timed exercise, with minutes allotted dependent upon the amount of material to be covered. I often ask for ten questions: five factual (skinny) and five inferential (fat). Student groups must know the answers to their own questions.
3. Following question generation, one student group challenges another group with a question.*
4. The challenged group has one minute, or the time designated by the teaching team, to collaborate on the answer. When time is called, the designated spokesperson gives the answer.
5. If an answer is correct, one extra credit is earned by each group member. If an answer if deemed incorrect by the challenging group, it gives the correct answer and receives the extra credit.
6. The teaching team monitors the challenges, assuring each group a chance to earn extra credit, and keeps a tally of extra credit earned.
7. At the conclusion of the review period, the teaching team calculates and announces or posts the number of extra credit points earned by each student. One extra credit might equal five points, the amount is determined by the teaching team.

* The teaching team members may offer challenges if they see a need to cover material the students may be overlooking in their review questioning.

Developing Organizational Skills

[We regret the contributor did not add his/her name.]

Many students, regular education and those with special needs, act out when they are frustrated. Often this frustration is due to lack of organizational skills. Several things can be done to help students organize thoughts and materials.

1. Notebooks that stay in the class. All work that is done on a daily basis is kept in this notebook. A table of contents is updated daily for each assignment (see below). These notebooks are never removed as a whole; papers may be checked out to finish or study.

2. A set routine for the class. A familiar routine or set of class procedures helps set expectations and reduce anxiety and behavior problems because everyone knows "the plan." Components of my "routine" include:

   a. SPONGE: On the board at the beginning of each day, this "time saver" is a simple problem taking a couple of minutes to complete that relates to the day's lesson or reviews the previous lesson. Poor behavior is avoided and focus is given to the subject at hand.

   b. NOTES: Give in short, concise written form on the board or use overhead transparencies. Allow enough time for students to copy. This squelches frustrations of special students and lets the teacher model a useful technique. Regular or advanced students may get extra credit for writing down verbal input of the teacher.

   c. ASSIGNMENTS: Always written on the board to lessen confusion. One teacher, if not both in a collaborative teaching arrangement, is on call throughout the classroom assignment time.

These "mini-strategies," used jointly or consecutively, help a mainstreamed, collaboratively taught classroom flow smoothly from one day, or one concept, to the next. Inappropriate behavior is kept in check as organizational skills are enhanced.

Class Notebook Table of Contents

[We regret the contributer did not add his/her name.]

Name: _____ Period: _____

TRANSITION MATH I Unit: _____

Date	Sponge	Notes	Assignment

Additional resources recommended by Betsy, Peterson, Kanawha County Schools, WV:

Chalmers, L. (1992). *Modifying curriculum for the special needs student in the regular classroom*. Moorhead, MN: Practical Press. ISBN 1-886979-00-6

Chalmers, L. & Wasson, B. (1993). *Successful inclusion: Assistance for teachers of adolescents with mild disabilities*. Moorhead, MN: Practical Press. ISBN 1-886979-01-4